

LENDING A HELPING HAND? EXAMINING CULTURAL DIFFERENCES IN
SOCIAL SUPPORT

A Dissertation

Presented to

The Faculty of the Department

of Psychology

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In Partial Fulfillment

Of the Requirements for the Degree of

Doctor of Social Psychology

By

Mai-Ly Nguyen Steers

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SOCIAL SUPPORT

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ABSTRACT

The aim of the current research was to explore the ways in which culture might influence both the recipient's and provider's mental affective states and their feelings towards others following social support transactions. Study 1 examined whether European American and Asian American recipients differed in terms of the likelihood in which they would request support in a given manner (implicit or explicit support seeking) and whether they would be more likely to accept and feel more supported by a specific type of social support (emotional or instrumental support) from a provider. An interaction between culture and type of support in predicting perceptions of support emerged. Results revealed that participants felt more supported after receiving instrumental support versus emotional support and that this was particularly true for European Americans. Study 2 examined whether there were differences between Asian Americans and European Americans in terms of whether they would be more likely to accept or decline a direct request for support. Further, Study 2 sought to determine whether European Americans and Asian Americans differed on internal affective states and feelings towards the recipient following a direct request for support. Overall, findings for Study 2 indicated there were no cultural differences from the provider's perspective. However, post-hoc analyses uncovered that Asian American men may take on more traditional gender roles relative to European American men, which in turn, influences their provision of support. That is, Asian American men reported feeling more of a responsibility but less negativity towards the help seeker than European American men. Recommendations are provided in order to improve both study designs so as to better elucidate the potential cultural nuances in social support transactions.

Keywords: cross cultural differences, independent, interdependent, collectivist, individualistic, Caucasian

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My dissertation is about social support transactions in European American and Asian American cultures. As a U.S.-born, Asian American woman, I have been engrained with sometimes complimentary yet often times contradictory Eastern and Western messages. For instance, I was taught the importance of hard work and education but was also encouraged to be modest. Thus, although I was a hard worker, no one knew about it because I was unable to tout my abilities to my bosses when it came time to be promoted. However, it was my goal with my dissertation to go beyond such obvious, surface dissimilarities. I hoped to get a glimpse of some previously unexplored differences in order to understand how culture impacts the ways in which people support (or even fail to support) one another.

I'm grateful to my parents, Kim Oanh Thi Doan and Bay Van Nguyen, for unwittingly serving as the inspiration for this research. When coming up with my hypotheses for my dissertation, I would often imagine how they would seek support, what type of support they might desire, or how they might feel after providing it. Now after researching this material in-depth, I have come to a greater understanding of both of their perspectives. I also now realize what a culture shock it must have been to them to come to America during the Vietnam War. Yet, despite all their initial difficulties, they both managed to rise to the top of their professions and achieve the American dream while managing to hold onto important cultural traditions.

I'm also extremely thankful for my long-suffering, brilliantly astute husband, Darren Steers. He has had to endure years of his wife talking endlessly about theory and disappearing into "psychology world". Although research is extremely rewarding, it can also be a lonely, challenging endeavor. However, Darren's confidence in me never wavered and he made me feel like I could achieve anything. Because of his support, I felt confident enough to apply for a Ph.D.

program having only taken one class in the subject matter prior. I am extremely lucky to have him as my life partner.

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Introduction

Social support has important implications to the field of health psychology because it has been widely associated with positive health outcomes such as promoting positive adjustment to coronary heart disease, lung disease, diabetes, cardiac disease, arthritis, and cancer (e.g., Stone, Mezzacappa, Donatone, & Gonder, 1999). Yet several similar but markedly different theories of social support have been proposed, such as visible versus invisible support (i.e., Bolger, Zuckerman, & Kessler, 2000), instrumental versus emotional support (e.g., Semmer et al., 2008), perceived versus received support (i.e., Wethington & Kessler, 1986), and implicit versus explicit support (i.e., Taylor, Welch, Kim, & Sherman, 2007).

Perhaps, as a consequence of these varied conceptualizations of social support, the results in the literature regarding whether receiving social support is beneficial have been mixed and even contradictory (e.g., Lu & Argyle, 1992). In addition, because cultural influences have often been overlooked, viewing these results through a cultural lens might help explain these ambiguous findings. Therefore, it may be important to take culture into account in order to provide a more comprehensive picture of the role which culture plays on individuals' internalized states and their attitudes towards others following social support transactions.

Thus, the aims of the current research are to elucidate potential cultural differences in social support transactions by examining social support from both the recipient's and the provider's perspective among European American and Asian American populations. First, this dissertation delves into interdependent and independent self-construals in order to shed light on possible motivations and thought processes behind why recipients and providers from different cultures might behave and feel differently in social support transactions. Second, the concepts of implicit and explicit social support seeking are introduced and potential explanations for why

recipients from a given culture might favor a particular manner of support seeking are considered. Third, possible reasons recipients from a given culture might prefer either instrumental or emotional support from a provider are examined. Fourth, the present research explores whether cross-cultural differences exist in providers' feelings about having to make the decision to provide support as well as their feelings towards the recipients who have requested their assistance. Finally, two studies assess whether European American and Asian American recipients' and providers' affective states and their impressions of others differ following social support transactions.

Background on Social support

Social support has been previously defined as knowledge gathered from one's social network that conveys to a particular person that he or she is a loved, respected, accepted, and a vital member of a social network bound together by a set of rules and duties (i.e., Cohen & Wills, 1985; Seeman, 1996). A person's social support network primarily consists of close friends and family, although can it also include an individual's extended community. A person can receive social support through small dyadic exchanges (i.e., a husband giving advice to his wife) or through larger social systems (e.g., women who provide social capital by taking turns caring for groups of children in the neighborhood) (Coleman, 1990); the latter interaction patterns are distinguished by a strong social connection which obliges ingroup members to work together in order to improve the well-being and raise the standards of living for an entire community.

While the extant social support literature contains varied categorizations of the types of social support, two broad categories of support: instrumental and emotional support have the strongest connection to cross-cultural research on social support (Kim, Sherman, Ko, & Taylor 2006; Taylor et al., 2004; Mortenson, Liu, Burleson, & Liu, 2006). Instrumental support is

characterized by concrete, material assistance or information to solve a problem (i.e., helping someone who is currently unemployed to find a job) (Taylor, 2007). By contrast, emotional support is typified by mutual demonstrations of intimate feelings and empathy (i.e., compassionately listening to a friend's problems after she has experienced a bad day), which often serve to bolster, protect, or enhance the esteem of the recipient (Cohen & Wills 1985; House, Landis, & Umberson, 1988).

Whether the support provided is instrumental or emotional, the support offered may or may not match the needs of the recipient. The matching hypothesis suggests that the efficacy of social support depends upon whether or not it fulfills the needs of the distressed individual at the micro level (Cohen & Wills, 1985). For example, the lack of social support can be upsetting to those who are high in need for social support (i.e., Sorkin, Rook, & Lu, 2002). Conversely, having to ask for social support or being rejected after seeking support can also undermine a person's self-efficacy (Seidman, Shrout, & Bolger, 2006).

For the purposes of the present research, social support is conceptualized as a dynamic, transactional process between provider(s) and a recipient which encompasses the seeking, giving, and receiving of emotional, instrumental, or both forms of support. Such social support conveys consideration on the part of the helper to the receiver and expresses caring and a sense of belongingness between parties. Furthermore, it is postulated that the matching hypothesis can be extended to a cultural context at the macro level. That is, although certain individuals may differ in whether their perceived or received support adequately meets their idealized support, culture norms often dictate the manner in which social support is sought, what type of support (emotional and/or instrumental) is given, how one might anticipate an individual to feel

internally, and how an individual might feel towards others following support interactions. In other words, cultural norms often dictate implicit or explicit guidelines for both recipients and providers with regard to how to behave and react in social support transactions.

Development of an Independent or Interdependent Self-Construal

A key to understanding differences in how individuals from different cultures conduct themselves within the context of social support transactions is to consider the type of self-construal that is dominant within a given culture. A self-construal serves as a lens through which a person views the world, and as such, often shapes his or her overarching goals, motivations, regulatory systems, and ways of interacting with others (Markus & Kitayama, 1991). According to Markus and Kitayama (1991), those with an independent self-construal have the ability to possess and express internal thoughts and feelings, the freedom to make choices, and the capacity to express their uniqueness. Moreover, those with an independent self-construal derive their self-worth from whether they live up to internal standards and expectations. They frequently evaluate their opinions and abilities by comparing themselves to others and often see others as a way to boost their own self-esteem (Markus & Kitayama, 1991; Leary, Tambor, Terdal, & Downs, 1995).

On the other hand, those with an interdependent self-construal often feel compelled to fulfill prescribed social roles, recognize, anticipate, and attend to others' thoughts and feelings even if their desires are unspoken, and attempt to blend in rather than be distinctive from others (Markus & Kitayama, 1991). Violation of these implicit expectations, which are shared within interdependent cultures, often results in social punishment (e.g., ostracism from ingroup members). A Japanese proverb perhaps best captures this sentiment: "A nail that sticks up shall get pounded down". Furthermore, the individual's self-esteem is largely determined by how

successful he or she is at adapting to others and constraining his or her own wants and needs in order to maintain harmony with others (Markus & Kitayama, 1991).

Parents often indoctrinate their children with these independent or interdependent values through parenting styles and practices. Baumrind's (1967) authoritarian, permissive, and authoritative parenting styles have been a predominant paradigm for understanding and categorizing European American parenting styles for nearly 50 years. Authoritarian parents often expect their child to abide unquestioningly by their rules, generally demonstrate a lack of responsiveness in attending to their child's needs, regularly use punitive measures to regulate their child's behavior, and impose harsh restrictions on their child's autonomy. By contrast, permissive parents do little to regulate their child's behavior, often indulge their child's desires, and avoid confrontations with their child.

However, of the three parenting styles, the authoritative parenting style is the most widely emphasized and preferred in European American cultures (e.g., Ng, Pomerantz, & Deng, 2013). Authoritative parents are kind, nurturing, and affirming of their child and their child's unique interests. They also regulate their child's behavior but allow for autonomous decision-making within fair and stable limits (e.g., Baumrind, 1996). Such granting of freedom to make personal choices and encouragement of the pursuit of preferences is crucial to stimulating a Western child to develop an independent self-construal. This type of self-identification places great emphasis on the ability to make personal choices and decisions, irrespective of contextual factors (i.e., Hannover, Birkner, & Pöhlmann, 2006). As a consequence, although European American parents want and encourage their children to succeed, they are not defined by their

child's behaviors and accomplishments because the child has been raised to become his or her own, distinctive person (Chao, 1996).

Conversely, Asian parenting techniques are geared at inculcating a child to develop an interdependent self-construal. For instance, in cross-cultural studies comparing Chinese and U.S. parenting practices, Chinese parents are often more protective of their children and emphasize modesty more so than European American parents do (Wu, Robinson, Yang, & Hart, 2002). In addition, they utilize socialization techniques as shaming, love withdrawal, guilt induction, upward social comparisons; engage in parental directiveness (i.e., parents mandate how a child should behave and impose great expectations for their children, such as high standards of academic achievement) in order to cultivate the child's respect for authority figures and so that the child is aware of his or her role in society (Wu et al., 2002). Hence, Asian parenting techniques most closely resemble the authoritarian parenting style (e.g., Ng et al., 2013).

Recent research has also demonstrated that Chinese mothers practice more psychologically controlling parenting (e.g., love withdrawal and shaming) as compared to European Americans (and African Americans) (Ng et al., 2013). Researchers found that this is may be due to the fact that Chinese mothers' self-worth was more contingent upon their child's success than the American parents (Ng et al., 2013). In other words, in Asian societies, a child is taught not only to strive for his or her mother's approval to boost self-worth but the mother's self-worth is in part defined by how well-behaved and accomplished the child is. This derivation of self-worth may not only be applicable to the mother, but can also be extended to the larger family in that the child's achievements and/or failures are not only a reflection of the child, but

also of the family. Thus, the way an individual behaves or what he or she achieves can bring pride or shame to the entire family (e.g., Chiu, 2004).

The overarching goal of cultivating an interdependent self-construal is to foster the child's acquiescence to social norms/authority figures, create a mutual dependence on the family and community, and impress upon the child the importance of placing the needs of others above individual beliefs, desires, or goals. Consequently, children in interdependent cultures know from a young age that they must adapt their behaviors in order to engender acceptance from others, emotionally suppress their individual wants and needs, and develop a heightened sensitivity to potential negative evaluations from others (e.g., Markus & Kitayama, 1991).

Cultural Influences on Support Seeking

An interdependent self-construal may also discourage Asians from overtly seeking social support. For instance, a study demonstrated that Asian Americans reported utilizing social support as a coping mechanism significantly less than European Americans, particularly if they are native Asians or first generation Asian immigrants (Taylor et al., 2004). Furthermore, research has offered possible explanations for why Asians and Asian Americans seem to refrain from pursuing social support: 1) unsolicited support (support that given without having to ask) may be readily available in interdependent cultures; 2) being given social support may make Asians feel less self-reliant (Self-reliance is a prized virtue in Asian societies, which is discussed in greater detail later on in the dissertation.), and 3) Asians may be apprehensive to engage in support seeking because of the possible interpersonal consequences associated with it. However, of these three possible explanations, only the latter appeared to prevent Asians and Asian Americans from using social support to cope (Kim, Sherman, Ko, & Taylor, 2006; Taylor et al., 2004).

Several primary relational concerns emerged from the aforementioned studies (Kim, et al., 2006; Taylor et al., 2004). Asians and Asian Americans may fear that directly asking for help could cause potential discord or unfairly impose upon members of the group. In addition, because pro-social behavior can be taxing on a giver's time, money, emotions, and/or other resources (Seidman, Shrout, & Bolger, 2006), Asians may be concerned that if they directly seek support they might unduly worry or burden close others with their problems.

In addition, because Asians are socialized to be mindful of the situational constraints placed on close others they may be less inclined to directly ask for assistance, particularly from those closest to them. In a study involving undergraduate romantic couples, in which one member of the couple was assigned to the challenging task of preparing a speech while the other partner was given a hard or easy puzzle to solve, researchers found that Asian Americans were significantly less likely to ask their partner for help and/or comfort if they were delegated a difficult puzzle than they were if they were assigned the easy puzzle (Sherman et al., 2008). The Asian American participants seemed acutely aware of situational restraints placed on their partner. Hence, for those with an interdependent self-construal, other-focused goals of maintaining harmony within personal relationships and/or not burdening close others with their problems when they appear to be more preoccupied, supersede personal need for social support (Taylor et al., 2004).

On the other hand, European Americans directly sought social support from their partner to the same degree, regardless of how challenging the puzzle task was (Sherman et al., 2008). Furthermore, unlike Asian Americans, they seemed more willing to risk any potential relational strife that may have resulted from asking for support. Thus, European Americans seemed more

concentrated on self-focused goals such as succeeding in the task and/or alleviating personal stress and appeared less concerned with the situational constraints imposed on their partner than Asian Americans.

One explanation for why European Americans may be more proactive in directly requesting assistance than Asian Americans is that it may be more culturally acceptable to ask for help from others in the service of attaining personal goals (Taylor et al., 2004). This notion may seem counterintuitive since interdependent societies are more interconnected with one another whereas independent cultures value autonomy from others. However, researchers have proposed that independent cultures may envision proactively seeking support as a way to exercise personal agency, thereby diminishing any possible feelings of dependency on others (e.g., Uchida, Kitayama, Mesquita, Reyes, & Morling, 2008).

Defining Implicit and Explicit Seeking of Social Support

Although the above review suggests that Asian Americans engage in social support seeking less than European Americans, it is also possible that rather than refraining from support seeking, Asian Americans seek support in a different and less obvious manner than European Americans. As such, the present research postulates that social support can be sought in two distinct ways: implicitly or explicitly. Implicit support seeking is defined as soliciting support from close others *without having to directly ask*. Thus, those who engage in implicit support seeking may be asking for help in a subtle, indirect manner (e.g., hinting that something is wrong through body language, depressed vocal tones, or contextual cues in conversations). On the other hand, explicit social support seeking is defined as support that is directly and verbally sought or solicited from a provider(s). In explicit support seeking, the individual is better able to choose whom might provide the support and can often times direct how the support is transmitted (e.g.,

instrumental, emotion, or both). Implicit and explicit support seeking are similar to Barbee and Cunningham's (1995) conceptualizations of indirect and direct support seeking. The authors' defined direct support seeking as soliciting support in a clear, informative, and overt manner. On the other hand, indirect support seeking was defined as insinuating there is a problem in a less explanatory and more understated way (Barbee & Cunningham, 1995).

However, there are some key differences between indirect and direct support seeking and implicit and explicit support seeking. Direct support seeking can be conveyed through either verbal (e.g., candidly providing details and information about a problem) and/or non-verbal cues such as displaying anger (i.e., crossing of one's arms, hitting, and throwing up one's hands) or sadness (i.e., crying, frowning, or holding back tears). That is, direct support seeking can be comprised of verbal communications, nonverbal communications, or perhaps, a combination of both (Barbee & Cunningham, 1995). Conversely, although nonverbal behaviors can be used in conjunction with verbal behaviors, explicit support seeking requires that the support seeker talk openly about his or her problem to a potential provider. Thus, although these constructs are clearly similar, explicit support seeking requires verbal requests whereas direct support seeking could include solely nonverbal requests.

On the other hand, both indirect and implicit support seeking are defined by support that is sought through passively insinuating there is a problem without going into much detail about the nature of it. In addition, similar to implicit support seeking, indirect support seeking can be expressed verbally (i.e., through complaining or hinting about a problem) or nonverbally (i.e., expressed through sighing or exhibiting nervous habits such as pacing, avoiding eye contact or fidgeting). However, while indirect support seeking is characterized by "a clear demonstration of negative affect without an explanation" (Don, Mickelson, & Barbee, 2013), implicit support

seeking does not require that the seeker unequivocally demonstrate that he or she is experiencing negative affect. In fact, to overtly show too much negative affect may run counter to Asian preferences for emotional suppression. Rather, an implicit support seeker need only convey to a provider that a problem exists without having to go into detail about the nature of the problem.

In addition, the terms “implicit” and “explicit” have often been used in the extent cross-cultural research. However, previous cross-cultural literature has proposed implicit and explicit support as generalized concepts (e.g., not specific to particular social support processes), rather than both conceptualizations being specific to support seeking. For instance, in an experimental study involving Asian Americans and European Americans, participants were randomly assigned to an implicit-, explicit-, or no-support condition (Taylor et al., 2007). Participants in the explicit-support condition were asked to write a letter to a significant other in order to request advice and support for an upcoming task whereas those in the implicit-support condition were instructed to write about features of a close group that were meaningful to them (in the absence of a particular problem). Participants in the no-support condition wrote about places on campus they enjoyed as well as discussed other campus landmarks.

The authors concluded that Asian Americans appeared to benefit more from implicit social support whereas European Americans appeared to profit more from explicit social support due to lower cortisol levels in the respective conditions. In addition, Asian American stress levels were significantly elevated in the explicit-support condition suggesting Asian Americans were distressed after being primed with concepts related to directly seeking social support from others (Taylor et al., 2007). By contrast, European Americans experienced elevated cortisol levels in

the implicit-support condition, although the difference between the explicit- and implicit-support conditions was only marginally significant ($p=.096$; Taylor et al., 2007).

Additionally, although researchers did not test this possibility, the notable significant difference in cortisol levels between the implicit- and explicit-support conditions may have been due to the fact that Asian Americans were more distressed with *directly asking* for support in the explicit-support condition rather than being comforted by thinking about important aspects of a close group in the implicit-support condition. This supposition is supported by the fact that the study only found a marginal difference in cortisol levels between the implicit-support condition and no-support condition for Asian Americans ($p=.09$; Taylor et al., 2007). Moreover, these results may have due to the fact that writing about an ingroup is not equivalent to implicit-support seeking.

Therefore, the current research seeks to refine the previous conceptualizations of implicit and explicit support by extending these concepts to the process to support seeking. It is postulated that Asian Americans are more likely to engage in *implicit support seeking* as opposed to *explicit support seeking*. Consistent with this notion, one study which explored solicitation of support among Asian Americans and European Americans found that Asian Americans experienced worse outcomes following the solicited support condition (e.g., advice one must ask for) as compared to the unsolicited support (e.g., advice that is given without having to ask for it) (Mojaverian & Kim, 2013). The authors speculated that this finding might be due to the fact that receiving unsolicited support might serve to strengthen ties between Asian American ingroup members whereas soliciting support might possibly lead to interpersonal conflict with others. On

the other hand, whether support was solicited or unsolicited did not seem to clearly impact outcomes for European Americans.

Another reason why Asian Americans might feel more at ease with implicit support seeking is that the provision of assistance without having to ask for it is a normative, culturally-derived behavior. For instance, researchers have found that interdependent cultures report a greater prevalence of unsolicited support as compared to independent cultures (Kim et al., 2006). This may be because people from interdependent cultures view direction or guidance from close others as customary or inherent in social interactions (Markus & Kitayama, 1991; Morling, Kitayama, & Miyamoto, 2003).

Furthermore, the ideal response from a provider following implicit support seeking from a recipient would be for the provider to “read between the lines” and automatically volunteer help which adequately meets the recipient’s needs. Research has shown that East Asians pay more attention to indirect characteristics of speech (e.g., non-verbal cues or context) than European Americans do (Holtgraves, 1997; Kim & Markus, 2002); thus, Asian Americans may be more adept at observing and deciphering tacit signals transmitted by the recipient in order to know when it is appropriate to extend their assistance. Moreover, while European American societies often place greater importance upon talking with one another, Asians place greater emphasis on silence. In Asian cultures, talking tends to be more purposeful, controlled, and deliberate because of the possible negative social ramifications that can come about as a result of close others disagreeing with what has been said (Kim & Markus, 2002; Markus, Kitayama, & Heiman, 1996). Thus, it stands to reason that Asian Americans might prefer engaging in implicit support seeking since such support can be sought with little or no speech.

Conversely, European Americans may be more capable and able to engage in explicit support seeking than Asian Americans. For instance, research has demonstrated that European Americans focus more on direct components of speech (e.g., context) more so than Asian Americans (Holtgraves, 1997; Kim & Markus, 2002); thus, directly requesting support from others may yield better results and fewer miscommunications among European Americans. Moreover, in the West, speech is seen as a way to convey one's inner opinions, emotions, and objectives. It also is seen as a representation of one's core personality. By contrast, because speech in East Asian cultures is often discouraged, what an individual says may not be an accurate reflection of his or her true thoughts and feelings (Kim & Ko, 2007). In addition, research has shown that language may allow Westerners to process their cognitions related to problem-solving more so than Easterners (Kim, 2002). Furthermore, self-expression of values has been demonstrated to help solidify European Americans' commitment to those values more so than inward reflection; whereas, for Asian Americans, self-expression of values bore little influence on commitment to values (Kim & Sherman, 2007).

Thus, whereas explicit support seeking might potentially provoke interpersonal problems and bring about additional stress among Asian Americans, European Americans might view explicit support seeking as a way to express personal agency in solving personal problems. Moreover, because the individual can explicitly ask for help from a chosen person(s) (e.g., close friend or casual colleague) and can directly request the type of support they need (i.e., instrumental or emotional), European Americans might view directly seeking support from a provider(s) as an empowering way to express one's individuality. According to the self-esteem maintenance theory (Tesser, 1986) and the sociometer hypothesis (Leary et al., 1995), European

Americans might intentionally surround themselves with people who have positive regard for them; thus, social interactions, such as social support transactions with close others, may function to boost self-esteem. In other words, European Americans may utilize assistance from others in order to bolster their self-esteem, boost their self-efficacy, and feel more self-empowered (Heine, Lehman, Markus, & Kitayama, 1999). Taken together, European Americans are able to employ and might even prefer explicit support seeking more so than Asian Americans; further, this manner of support seeking may allow them to feel more in control in problem-solving, verbally process the problem with a friend or family member, and become more committed to a solution.

Cultural Influences on the Type of Support Given by a Provider

Similar to support seeking, culture may influence what type of support is typically given by a provider to a recipient. As aforementioned, two broad categories of emotional and instrumental support are often discussed in conjunction with cross-cultural research on social support. Emotional support is typified by mutual demonstrations of compassion, concern, encouragement, and warmth. Thus, the focus of emotional support interactions is to increase or safeguard a recipient's confidence so that he or she feels able to work through problems; the exchange also gives the recipient the opportunity to express or vent related emotions (Cohen, 2004). On the other hand, instrumental support is often conveyed through a provider offering tangible assistance, information, instruction, or guidance to a recipient (e.g., Carver, Scheier, & Weintraub, 1989).

While much of the literature has touted the positive benefits of emotional support (e.g., Burleson & MacGeorge, 2002; Feldman & Cohen, 2000); results are mixed with regard to

positive benefits involving instrumental support. Some studies have suggested that the provision of instrumental support may be construed by the recipient as overbearing or interfering (Lewis & Rook, 1999); and in fact may predict lower self-esteem, negative mood, and increased stress levels among recipients (Feeney, 2004; Bolger & Amarel, 2007). In general, it appears that the efficacy of the type of support may be contingent on how independent and self-governing the support enables the recipient to feel in solving their own problems (Kim, Mojaverian, & Sherman, 2012); however, it is important to note that how helpful recipients perceive the type of support they have been given is often culturally influenced.

Because emotional support emphasizes language and emotional expression, this type of support may be more important for European Americans' well-being and affect than Asian Americans. Conversely, Asian Americans may be uneasy with openly sharing their feelings as means of resolving problems because such disclosure may come at an actual or perceived social cost (e.g., possibly disruption of harmony; Butler, Lee, & Gross, 2007, 2009; Kim & Ko, 2007). Research has shown that Asians often engage in emotional suppression as an emotional regulation strategy as opposed to European Americans who prefer emotional expression (Gross & John, 2003; Tsai & Levenson, 1997). Moreover, emotional support may be more pervasive in independent cultures than in interdependent cultures because the disclosing of intimate thoughts and feelings is a normative behavior that is often seen as supportive by both parties (Collins & Feeney, 2004; Feeney, 2004).

This is not to say that European Americans rely solely on emotional support for problem-solving. There may be instances where European Americans may require or prefer instrumental support over emotional support since it is a pragmatic, problem-focused type of support. Rather,

European American recipients may be *just as likely* to accept emotional support as instrumental support. However, it is probable that European Americans are more likely to desire and accept emotional support than Asian Americans.

On the other hand, Asian Americans are expected to be more likely to desire and accept instrumental support versus emotional support. One reason for this is that providing instrumental support often implies that the provider cares for the recipient; thus, instrumental support might convey a more subtle, indirect type of emotional support, which may be preferred by Asian Americans over overt displays of emotional support. Along these lines, instrumental support usually requires little discussion about the problem, which may help to minimize the recipient's loss of face.

Losing face, defined as appearing less competent and/or incapable in front of others, has been associated with strong, negatively valenced emotions, such as feelings of failure and shame (Matsumoto, 1991). Although face concerns are not isolated to Asian cultures, the concept of losing face has often been identified as a key motivation for behaviors in Asian societies (e.g., Zane & Yeh, 2002). Furthermore, as previously mentioned, Asian Americans might not feel that instrumental support is intrusive because they are accustomed to receiving unsolicited advice, direction, (Markus & Kitayama, 1991; Morling, Kitayama, & Miyamoto, 2003) or assistance from close others. Finally, unlike emotional support, instrumental support often requires little emotional disclosure on the part of the recipient or the provider. Thus, instrumental support might be more in line with Asian Americans' norms of emotional suppression. In sum, Asian Americans may feel more supported after being given instrumental support as opposed to emotional support whereas European Americans are more likely to feel supported regardless of

the type of support (instrumental or emotional). However, it is also expected that European Americans will feel more supported by emotional support than Asian Americans.

Cultural Influences on Support Provision and the Impact on the Support Provider

Although there is a relatively abundant literature pertaining to how receiving social support affects recipients from different cultures, very little research has been dedicated to examining how cultural expectations to provide social support impacts providers. Thus, the present research seeks to bridge this gap in the literature by examining cultural influences on how providers might internally feel and how they might view the recipient following direct requests for support. In other words, it is expected that cultural norms and mores might dictate whether individual feels free or obligated to accept or decline the request; and this in turn, holds consequences for how the provider views the recipient.

In interdependent cultures, people's lives are more intertwined with one another. Thus, relationships with ingroup members tend to be more obligatory in nature than in independent societies, which value individual liberties and freedoms (Adams & Plaut, 2003). These relational differences of obligation to others versus freedom of choice may also influence whether or not an individual is expected to provide support to a person, particularly if the recipient has explicitly sought such support. For instance, a series of studies that compared East Indians with European Americans demonstrated that East Indians reported feeling more of a moral responsibility to provide help to recipients who directly asked for help, regardless of levels of closeness to the individual (e.g., family member versus acquaintance) and also independent of levels of liking an individual (Miller & Bersoff, 1998).

On the other hand, for European Americans, the decision whether to provide support to the recipient was more dependent on levels of liking of the individual rather than how much the person required their assistance (Miller & Bersoff, 1998). Further, European American providers of support may factor in the personal toll giving assistance has before agreeing to provide support (Miller & Bersoff, 1998). This research illustrates that European Americans may be more able to freely choose whether to provide support to a recipient than Asian Americans. On the contrary, Asians Americans may feel more morally obligated to provide support, irrespective of their own desires, compared with European Americans (Kim, Sherman, & Taylor, 2008). In fact, Asian Americans might feel a greater obligation to provide support if the person in need *directly requests it*.

Because the support provider may feel compelled to give support despite possible personal reservations (e.g., feel the support is demanded of them), Asian Americans may feel more negatively towards the recipients than European Americans do following explicit support seeking. For example, Asian American students, and particularly first generation Asians, who saw a video of a woman seeking help from others following a stressful situation, rated the woman's direct solicitation of support much more negatively than their European American counterparts. Furthermore, the degree to which Asian Americans negatively perceived the woman predicted their own support seeking behaviors, such that if Asian American participants assessed her extremely negatively, they were less likely to directly seek support themselves (Chu, Kim, & Sherman, 2008; Kim et al., 2008). These negative feelings towards the recipient might be related to the fact that Asian Americans feel that the recipient is imposing upon them because they are unable to freely choose whether to provide support. Conversely, European

American college students, who viewed the same video, perceived the woman's explicit support seeking in a favorable light. Thus, European Americans may feel more positively towards a recipient because they feel it enhances the help seeker's personal agency. Also, European Americans may feel less obligated and/or can freely choose whether to provide support than Asian Americans do.

Moreover, because providers in Asian cultures often feel unable to decline the request, the support they provide may be given half-heartedly or begrudgingly. In a study involving Chinese women who had gone through a stressful life event in the past year, some participants who had directly sought support from family members and friends indicated that the social support transactions were far from pleasant. That is, they reported that, at times, the aid they received was unsuitable, given perfunctorily, or exacerbated an already stressful situation (Chiu, 2004). Moreover, other research has found that Asian American recipients perceived the help they received from close others following explicit support seeking as being less helpful than European Americans (Wang, Shih, Hu, Louie, & Lau, 2010). The authors reasoned that this might be due to the fact that Asian Americans were more distressed over directly asking for support due to fears of burdening others; thus, their negative affect surrounding explicit support seeking may have impinged on their feelings regarding the efficacy of the support that was provided.

Ironically, being part of an interdependent society requires an individual to be even *more self-reliant* in problem-solving than in independent cultures in order to maintain group harmony. That is, because Asians value connectedness with others, self-governance in coping with individual problems is highly prized, even if the magnitude of the problem seems beyond the

scope of the individual's coping abilities (Lueng, Miller, & Lueng, 1978). Researchers have speculated this is due to the fact that discussion of problems with others calls attention to or makes one distinctive from the group (Markus & Kitayama, 1994). However, as previously mentioned, although independent cultures place great emphasis on uniqueness and self-sufficiency from others, it may still be socially acceptable to seek out social support (e.g., Taylor et al., 2004). In sum, it is expected that Asian Americans will feel more uneasy, more obligated, and less free in making the decision to provide support than European Americans do following explicit support seeking. As a consequence, Asian Americans might also perceive the recipient more negatively than European Americans.

By contrast, it may be culturally acceptable for European Americans to choose whether they want to provide support after it has been sought. Since helping behaviors are given freely, Europeans Americans may consider providing assistance as a way to communicate caring and an opportunity to socially bond with close others (Kim et al., 2006). In addition, because it may be more socially acceptable for the provider to turn down the request for help, the stressed individual is able to focus on how to cope with their personal stress, without having to consider the potential burden it places on the support provider. This concept was illustrated in the aforementioned study involving the puzzle task in which European Americans sought help from their romantic partners to the same degree, irrespective of the difficulty of the puzzle task (Sherman et al., 2008).

Overview of Studies

The above literature review demonstrates that there may be cultural differences in the manner in which social support is sought (implicitly or explicitly) and the type of support that is typically provided (emotional or instrumental); moreover, the research also demonstrates that

there may be cultural differences on how obligated or free individuals feel to provide support and their feelings towards the recipient following the solicitation of support. Thus, I designed two studies to examine potential cultural differences between Asian Americans and European Americans on support seeking transactions.

In Study 1, participants were asked to read a series of vignettes in which they were to envisage themselves as the support recipient in order to determine whether Asian Americans and European Americans were more likely to request support in a subtle, indirect (implicit) manner or direct, unambiguous (explicit) manner. Moreover, Study 1 also examined whether there were cultural differences in terms of likelihood of accepting different types of support (emotional or instrumental) and how supported they felt after being given the type of support. Similarly, Study 2 employed a series of vignettes; however, participants were asked to imagine themselves in the role of the provider as opposed to the recipient. In each scenario, the support that was requested from the fictional recipient comes at a personal cost and most likely created cognitive dissonance for the provider. The purpose of Study 2 was to examine possible cultural differences in terms of obligation in decision-making, feeling good about one's self after making a decision, free will, and positive and negative feelings towards the recipient following the recipient's request for support.

Study 1 Hypotheses

Study 1 examined whether Asian American and European American support recipients differed in the manner in which they would be likely to request support and also explored whether Asian Americans and European Americans would be more likely to accept emotional and/or instrumental forms of support. In addition, Study 1 explored whether Asian Americans

and European Americans varied on whether they find one type of support to be more supportive than the other type of support.

Overall, I expected an interaction between support seeking (implicit vs. explicit) and culture (Asian American vs. European American) in predicting likelihood of requesting support (H1a and H1b). H1c and H1d refer to specific contrasts within this overall hypothesis. Based on the evidence that explicit support seeking is perceived negatively by Asian Americans (Chu, Kim, & Sherman, 2008; Kim et al., 2008) due to the possible relational ramifications associated with it, I expected that Asian Americans would be more likely to request support implicitly than European Americans (H1a). Conversely, because explicit support seeking might be viewed as an empowering way to express one's individuality and personal agency in solving one's problems (Heine et al., 1999) among independent cultures, I anticipated that European Americans would be more likely to request support explicitly than Asian Americans (H1b). However, because previous research has found no difference in positive outcomes for European Americans between exposure to solicited support (directly requested) or unsolicited support (given without having to ask; Mojaverian & Kim, 2013); I hypothesized that there would be no significant differences for European Americans in the likelihood to request support (the outcome) in an implicit- or explicit-support manner (H1c). On the other hand, I hypothesized that Asian Americans would be more likely to request support implicitly than explicitly (H1d).

Furthermore, I hypothesized an interaction between type of support provided (emotional vs. instrumental) and culture (Asian American vs. European American) in predicting likelihood of accepting support (H2a and H2b). H2c and H2d refer to specific contrasts within this overall hypothesis. Asians and Asian Americans frequently engage in emotional suppression as a means of regulating emotions (Gross & John, 2003; Tsai & Levenson, 1997) and are typically uneasy

with openly sharing their feelings as means of resolving problems (Butler, Lee, & Gross, 2007, 2009; Kim & Ko, 2007). Thus, I expected that Asian Americans would be more likely to accept instrumental support from a provider than European Americans (H2a). Conversely, European Americans often value talking to others (Kim & Markus, 2002; Markus, Kitayama, & Heiman, 1996) and view emotional disclosure as a means of creating intimacy between people (Collins & Feeney, 2004; Feeney, 2004); thus, I postulated that European Americans would be more likely to accept emotional support from a provider than Asian Americans (H2b). However, because it may be culturally acceptable for independent cultures to engage in explicit support seeking for the type of support they require (either instrumental or emotional), I predicted that there would be no significant differences in terms of likelihood of accepting emotional or instrumental support from a given provider among European Americans (H2c). On the contrary, because instrumental support often does not require emotional disclosure from either party (the recipient or the provider) and may also convey a more indirect form of emotional support, I predicted that Asian Americans would be more likely to accept instrumental support as opposed to emotional support (H2d).

Finally, I anticipated an interaction between type of support provided (emotional vs. instrumental) and culture (Asian American vs. European American) in predicting perceptions of feeling supported to emerge (H3a and H3b). H3c and H3d refer to specific contrasts within this overall hypothesis. Based on previous literature which has evidenced that Asian Americans may be uncomfortable with emotional disclosure (Butler et al., 2007, 2009; Kim & Ko, 2007), I predicted that Asian Americans would feel less supported after being given emotional support as compared to European Americans (H3a). Conversely, because European Americans may feel comfortable in accepting both types of support, I postulated that European Americans would find

both types of support to be equally supportive (e.g., no significant difference) as compared to Asian Americans (H3b). Moreover, because European Americans may feel free in accepting either instrumental or emotional support, I predicted that European Americans would find both types of support (emotional or instrumental) to be equally supportive (i.e., no significant differences) (H3c). However, due to the norm of emotional suppression in interdependent cultures (Gross & John, 2003; Tsai & Levenson, 1997), I hypothesized that Asian Americans would find instrumental support to be more supportive than emotional support (H3d).

Method

Participants

Participants included a sample of 136 Asian Americans and 285 European Americans (68% European Americans). The sample consisted of 336 women and 85 men in total (80% women in total; 230 European American women, 55 European American men; 106 Asian American women, 30 Asian American men). Overall age of participants ranged from 18 to 56 years old ($M = 22.38$, $SD = 5.10$). Respondents were recruited via the university's research website, SONA, through in-class announcements, and through on-campus flyers. The only main study requirement was that all participants must be at least 18 years of age in order to provide informed consent. Once participants signed up for the study on SONA, they were directed to a link to take the survey online. The survey took participants about one and half hours to complete and upon successful completion, respondents were awarded SONA credit hours, which could be used for extra credit or to fulfill assignments in designated courses.

Procedure

Participants were asked to read a set of eight stories (each approximately half a page in length) related to stressful situations common among college students: 1) academic pressures, 2)

sick family member, 3) new job-related responsibilities, 4) troubled finances, 5) time management, 6) roommate conflict, 7) weight gain, and 8) difficulty making friends. In each situation, participants were requested to imagine themselves in a dire situation in which they require social support (in the form of instrumental or emotional support) from a particular friend. In other words, participants were asked to envision themselves in the role of the support recipient in which they are required to seek support in either an explicit or implicit manner and a fictional provider offers either emotional or instrumental support. The situations were written in such a way that it would be equally likely and appropriate for the fictional male or female friend to provide either emotional or instrumental support to the recipient.

A series of eight blocks each containing all eight situations were set up in the survey. Participants randomly received one of eight possible situations in the first block; randomly received one of seven remaining situations in the second block; and randomly received one of six remaining situations in the third block, and so on and so forth until only one possible situation was displayed in the last block. Thus, the blocks were arranged so that participants received all eight situations presented in random order in order to counterbalance and minimize possible order effects. These eight blocks consisting of eight situations were factorially derived by combining three factors such that participants received the same eight situations but with variations on (1) the gender of the fictional provider (male or female), with (2) manner in which support was sought (implicit or explicit), and with (3) the type support provided (emotional or instrumental). The eight possible scenarios were as follows: (1) Male provider/Implicit seeking/Emotional support; (2) Male provider/Implicit seeking/Instrumental support; (3) Male provider/Explicit solicitation/Emotional support; (4) Male provider/ Explicit seeking/Instrumental support; (5) Female provider /Implicit seeking/Emotional support; (6)

Female provider/Implicit seeking/Instrumental support; (7) Female provider/Explicit seeking/Emotional support; and (8) Female provider/Explicit seeking/Instrumental support (see Table 1 for examples of manner of support seeking and types of support provided or Appendix A for all eight situations). The gender of the fictional provider alternated across the eight scenarios. Thus, the overall study design was an 8 (Situations) X 2 (Gender of Provider: male vs. female) X 2 (Manner of Support Seeking: implicit vs. explicit) X 2 (Type of Support Provided: emotional vs. instrumental) design. Two sequences of blocks were designed in order to vary the gender of the fictional provider. The first sequence of blocks was administered to about half of the participants whereas the reverse sequence of blocks was administered to the second half of participants (see Table 2 for the sequences of blocks).

Main Measures

Demographics questions. Participants completed a demographics survey, providing information such as age, gender, religion, relationship status, and student status.

Culture. Participants who indicated that they were “White/Caucasian” were classified as European American. Participants who self-identified as “Asian” or “Native Hawaiian/Pacific Islander” were classified as Asian American. The culture variable was dummy coded such that 0= European American, 1=Asian American.

Likelihood of Requesting Support. After reading each situation, participants responded to the following three questions assessing likelihood of requesting help in an implicit or explicit manner: (1) How likely would you request help in the manner depicted in the scenario? [1, “Not at all Likely”, to 7, “Very Likely”], (2) How comfortable would you be in requesting help from your friend in the manner depicted in the scenario? [1, “Not at all Comfortable”, to 7, “Very Comfortable”], (3) How willing would you be to request help from your friend in the manner

that was depicted in the scenario? [1, “Not at all Willing”, to 7, “Very Willing”]. The score was computed as the mean of the three items ($\alpha=.94$) and used as the dependent variable for H1a-H1d.

Likelihood of Accepting Support. Following each situation, participants responded to the following three questions assessing likelihood of accepting instrumental or emotional support: (1) How likely is it that you would accept the type of help your friend offered you in the scenario? [1, “Not at all Likely”, to 7, “Very Likely”], (2) How comfortable would you be accepting the type of help your friend offered you in the scenario? [1, “Not at all Comfortable”, to 7, “Very Comfortable”], (3) How willing would you be to accept the type of support your friend offered you in the scenario? [1, “Not at all Willing”, to 7, “Very Willing”]. The score was computed as the mean of the three items ($\alpha=.93$). This measure was used as the dependent variable for H2a- H2d.

Perceptions of Feeling Supported. Succeeding each situation, participants answered the following three questions assessing the extent to which they perceived the type of support provided (emotional or instrumental) to be supportive: (1) Please rate the extent to which you found your friend’s help in the scenario to be supportive, [1, “Not at all Supportive”, 7, “Very Supportive”], (2) Please rate the extent to which you found your friend’s help in the scenario to be caring. [1, “Not at all Caring”, 7, “Very Caring”], (3) Please rate the extent to which you found your friend’s help in the scenario to be comforting [1, “Not at all Comforting”, 7, “Very comforting”]. The score was computed as the mean of the three items ($\alpha=.93$) and was used as the dependent variable for H3a-H3d.

Analysis Strategy for Study 1

The data were analyzed using a repeated measures, mixed-effects model in SAS proc mixed. Unlike repeated measures ANOVA, mixed effects models effectively take into consideration correlations of responses for repeated, within-subjects measurements; moreover, mixed effect models are preferred because they more effectively account for missing data than repeated measures ANOVA (e.g., Gueorguieva & Krystal, 2004). In accordance with mixed-effects models, data were converted from a multivariate (short) structure to a univariate (long) structure. The primary predictor variables (implicit vs. explicit; instrumental vs. emotional) were dichotomous with a meaningful zero; thus, they remained uncentered. Culture (Asian vs. European American) was specified as a between-subjects variable. The manner of seeking support (implicit vs. explicit) and type of support provided (emotional vs. instrumental) were operationalized as within-subject variables. Manner of support seeking was dummy coded such that explicit = 0, and implicit = 1 and type of support provided was dummy coded such that emotional support = 0, and instrumental support = 1. Because mixed-effects models do not output standardized parameter estimates (β), the unstandardized parameter estimates (b) were reported.

Results for Study 1

Means, standard deviations, and correlations for manner in which support was sought (implicit vs. explicit), type of support given (instrumental vs. emotional), and the main outcome variables were separated by culture and presented in Table 3. All hypotheses were tested using an intercept slope model where the intercept was allowed to vary across subjects and the covariance matrix was unstructured. There were no specific predictions with regard to the gender of the fictional provider or gender of the actual participant; however, both were included as control variables in all analyses. The gender of the fictional provider and gender of the

participant were dummy coded similarly such that females =0 and males =1. In addition, the effect of story was entered in as a control variable in all analyses. Moreover, both possible interaction terms (Culture X Manner of Support and Culture X Type of Support Provided) were entered into the final equations for all three hypotheses in order to provide robust parameter estimates.

Overall, H1 was related to the potential interaction between manner of support seeking (implicit vs. explicit) and culture (Asian American vs. European American) in predicting likelihood of requesting support. The first two hypotheses tested the interaction between culture and manner of support seeking in predicting likelihood in requesting support, such that I expected that Asian Americans would be more likely to engage in implicit support seeking than European Americans (H1a) whereas I anticipated European Americans would be more likely to engage in explicit support seeking compared with Asian Americans (H1b). Moreover, the next two hypotheses test specific contrasts for the implicit and explicit support seeking conditions in predicting likelihood in requesting support for European Americans and Asian Americans. I hypothesized that for European Americans, there would be no difference in likelihood of requesting support in either an implicit or explicit manner (H1c). However, I predicted that Asian Americans would be more likely to request support implicitly versus explicitly (Hd).

Thus, to test H1a and H1b, Culture X Manner of Support Seeking (implicit vs. explicit) and Culture X Type of Support Provided (emotional vs. instrumental) along with the control variables were entered into the equation in order to predict the likelihood of requesting support in the given manner. Results revealed that there was a main effect of Manner of Support Seeking such that explicit support seeking was preferred overall as opposed to implicit support seeking ($b = -.18, p < .01$); however, the interaction between Culture X Manner of Support Seeking was not

significant ($b = .09, p = .39$) (see Table 4). Tests of specific contrasts, using simple slopes (Cohen, Cohen, Aiken, & West, 2003), revealed that European Americans were less likely to seek support implicitly than explicitly (H1C; $b = -.18, p = .002$). However, among Asian Americans, there was no difference in likelihood of explicitly and implicitly seeking support (H1D; $b = -.09, p = .27$). In sum, Hypothesis 1 was not directly supported. Overall, there was a tendency for both groups to explicitly seek support but tests of simple slopes found this to be only true for European Americans but not for Asian Americans.

H2a-H2d are similar to H1a-H1d in that they assess the potential interaction between type of support provided (emotional vs. instrumental) and culture (Asian American vs. European American) and the associated contrasts. I hypothesized an interaction between culture (Asian American vs. European American) and type of support provided (emotional vs. instrumental) would predict likelihood of accepting support from a provider such that Asian Americans would be more likely to accept instrumental support from a provider than European Americans (H2a). Conversely, I anticipated the reverse pattern such that European Americans would be more likely to accept emotional support from a provider than Asian Americans (H2b). Further, two planned contrasts were examined based on a priori hypotheses. The first contrast was run to test the prediction that there would be no significant differences in terms of likelihood of accepting emotional or instrumental support for European Americans (H2c). Likewise, the second contrast tested the prediction that there would be a significant difference among Asian Americans such that Asian Americans would be more likely to accept instrumental support as opposed to emotional support (H2d).

Similar to H1, to test H2a and H2b, Culture X Manner of Support Seeking (implicit vs. explicit) and Culture X Type of Support Provided (emotional vs. instrumental) along with the

control variables were entered into the equation in order to predict the likelihood accepting support from a provider. There was a main effect of Type of Support Seeking such that instrumental support provision was preferred above emotional support ($b = .41, p < .001$). However, the interaction between Culture X Type of Support Provided was not significant ($b = -.01, p = .94$) (see Table 5). Tests of specific contrasts revealed that European Americans were much more likely to accept instrumental versus emotional support (H2C; $b = .41, p < .001$). Similarly, Asian Americans were much more likely to accept instrumental versus emotional support (H1D; $b = .40, p < .001$). In sum, Hypothesis 2 was not supported. Although there was support for H2d that Asian Americans preferred instrumental support versus emotional support, the results of H2c revealed a nearly identical beta coefficient for the test of the simple slopes for European Americans. Overall, there was a tendency for both groups to accept instrumental versus emotional support.

The next series of hypotheses tested the interaction between culture (Asian American vs. European American) and type of support provided (emotional vs. instrumental) in predicting perceptions of feeling supported (see Table 6). I hypothesized that Asian Americans would feel less supported when receiving emotional support than European Americans (H3a). On the other hand, I predicted that European Americans would find both types of support to be similarly supportive as compared to Asian Americans (H3b). Moreover, the next two hypotheses tested specific contrasts for the emotional and instrumental support conditions in predicting perceptions of feeling supported for European Americans (H3c) and Asian Americans (H3d). Similar to H2, there was a significant main effect of Type of Support Provided such that instrumental support was perceived to be more supportive over emotional support ($b = .69, p < .001$). Moreover, the interaction between Culture X Type of Support Provided was significant in predicting

perceptions of feeling supported ($b = -.16, p = .04$). Contrary to expectations, European Americans perceived instrumental support to be more supportive than emotional support as opposed to perceiving both types of support to be similarly supportive (H3c; $b = .69, p < .001$). As expected, a test of the simple slopes revealed that Asian Americans perceived instrumental support to be more supportive than emotional support (H3d; $b = .54, p < .001$). Overall, results revealed that instrumental support was associated with increased perceptions of feeling supported, although as evidenced in Figure 1 and by the significant interaction, this pattern appeared to be less pronounced for Asian Americans than European Americans (i.e., the difference between instrumental and emotional support was larger for European Americans than Asian Americans).

Per suggestions by my dissertation committee, I re-ran the above analysis but only examining responses for Story 2. Story 2 was considered by my committee to be a more emotionally laden story; thus, it was thought that this particular story may elicit more nuanced responses from participants as compared to the other 7 stories. This scenario entailed whether a friend would assist in helping the participant's brother to obtain an appointment with a kidney cancer specialist or provide the participant with emotional support that other patients had been able to overcome this type kidney cancer. However, contrary to expectations, the interaction between Culture X Manner of Support Seeking in predicting likelihood of requesting support in the given manner did not yield a significant interaction (H1: $b = -.09, p = .79$). Furthermore, the interaction between Culture X Type of Support Provided in predicting likelihood of accepting the type of support did not emerge ($b = .05, p = .85$). Finally, the interaction between Culture X Type of Support Provided in predicting perceptions of feeling supported did not prove to be significant ($b = -.16, p = .52$).

Discussion for Study 1

Study 1 was designed to assess cultural differences in implicit help seeking and acceptance of instrumental and emotional support. Overall, there was a significant preference for seeking help explicitly versus implicitly. Contrary to H1, this did not vary by culture in predicting likelihood of requesting support in a specific manner. Specific contrasts related to H1 revealed that explicit support was significantly preferred for European Americans relative to implicit support. However, there was not a significant preference for manner of support seeking for Asian Americans. Additionally, results for H2 revealed an overall main effect type of support provided such that instrumental support was preferred relative to the emotional support. Contrary to H2, this did not vary by culture in predicting likelihood of accepting the type of support. Finally, results of H3 uncovered a main effect for type of support provided such that all participants reported feeling more supported by instrumental support relative to the emotional support; moreover, this effect varied by culture. As expected, Asian Americans reported feeling more supported when provided instrumental support versus emotional support; however, they appeared to feel less supported, in general, by either type of support provided (emotional or instrumental) relative to European Americans. Moreover, there was a greater preference for instrumental versus emotional support among European Americans relative to Asian Americans.

There may be a variety of reasons as to why the interactions with culture for H1 and H2 did not emerge. A more general reason is that participants may not have viewed the scenarios in the stories to be equivalent in content. That is, participants may have interpreted some scenarios as being more severe and necessitating greater assistance than other scenarios. The possible variation in story content, in turn, may have influenced participants' responses. This supposition is supported by examining the results for each of the hypotheses after controlling for "Story" (a

categorical variable ranging from 1-8 representing all eight stories) in each of the mixed-effect model equations (see Tables 4-6). Adding the control variable of “Story” yielded seven separate contrasts which compared the content of the eighth story to the seven previous stories. In general, the degree to which Story 8 was significantly different from the other seven stories appeared to fluctuate depending on the outcome variable. However, across all three analyses, Story 2 (which pertained to the participant needing help due to his or her brother’s kidney cancer) was found to be significantly different from Story 8 (which was related to requiring assistance from a friend in order to alleviate loneliness).

Along these lines, it may have been difficult for participants to accurately report what they would do in a given scenario without having experienced a similar situation in real-life. This may have led participants to respond in a socially desirable manner according to how they thought that the researcher might want them to respond. In addition, although the scenarios were written with common problems of students in mind, participants may have had trouble relating to one or more scenarios. Moreover, the scenarios may not have captured the sufficient contextual variables in order to trigger tension and ambivalent feelings often present in real-life when asking for support. For instance, previous research has found that support seekers often experience conflict surrounding their desire for help and their need to save face, which can influence how they seek support (Goldsmith, 1994). If the scenarios did not adequately trigger face concerns, this may have influenced participants’ responses, especially among Asian American participants for whom face concerns are often a primary motivator (e.g., Zane & Yeh, 2002). Future research should consider incorporating open-ended follow up questions which assess how personally relevant participants find the scenarios or how the scenarios might be altered in order to make them more realistic. Future investigations might also change the

scenarios and the outcome questions such that participants are asked to imagine and respond to questions based on how they believe the *fictional support seeker* might feel rather than asking participants to envision *themselves* in each scenario. This may allow for greater objectivity and less response bias among participants.

Specifically, with regard to the H1, the interaction between culture and manner of Support Seeking (implicit vs. explicit) in predicting likelihood of requesting support was not significant. One possible explanation for why cultural differences were not found may have been because the section of the stories regarding manner of support seeking was embedded in the prior section (e.g., the section which discussed manner of support seeking was immediately followed by the section discussing type of support provided). Thus, it is possible that participants were unable to distinguish which section of each story pertained to “requesting help in the manner depicted in the scenarios” when answering the outcome questions. Relatedly, it is also possible that participants’ responses to the outcome questions were affected by what they last read (e.g., the section regarding type of social support provided). Thus, future research should consider testing the manner of support sought and type of support provided in two simplistic studies rather than one complex study design.

Furthermore, tests of the simple slopes for H1 determined that European Americans were less likely to seek support implicitly versus explicitly. By contrast, there was no significant difference in implicit versus explicit support seeking for Asian Americans. This was contrary to predictions that there would be no significant differences in requesting support implicitly or explicitly for European Americans and that Asian Americans would prefer to request support implicitly versus explicitly. Because European Americans tend to be more direct in their communications than Asian Americans, it stands to reason as to why they may have preferred

explicit support seeking over implicit support seeking. Although Asians did not prefer seeking support in an implicit over explicit manner, there was an overall preference for seeking support explicitly (e.g., a main effect for manner of support seeking). However, it appears that this tendency towards explicit support seeking was not evident for Asian Americans.

Likewise, the interaction between culture and type of support provided in predicting likelihood of accepting support from the provider (H2) was not significant. In fact, the tests of the simple slopes yielded nearly identical parameter estimates for European Americans and Asian Americans such that both groups preferred to accept instrumental as opposed to emotional support. I attempted to write each scenario such that it would be equally likely and appropriate for the fictional male or female friend to provide either emotional or instrumental support to the recipient. However, main effects for both H2 and H3 indicated that participants largely preferred instrumental over emotional support. The extant literature indicates that overall European Americans are more likely to seek and accept emotional support than Asian Americans (Kim, Sherman, Ko, & Taylor, 2006; Taylor et al., 2004). Therefore, it seems likely that scenarios may have unintentionally predisposed participants to find instrumental support to be more beneficial than emotional support. Hence, European Americans may feel comfortable with accepting emotional support than Asian Americans given the appropriate context. Future studies should consider presenting participants with two different types of scenarios: 1) scenarios in which instrumental support is unambiguously required and 2) scenarios in which emotional support is unambiguously required (e.g., situations involving interpersonal conflict).

Finally, a significant interaction between culture and type of support provided in predicting perceptions of feeling supported did emerge (H3). The test of the simple slopes revealed that both groups perceived instrumental support to be more supportive than emotional

support, but that this effect was less true for Asian Americans than European Americans. Consistent with expectations, Asian Americans perceived instrumental support to be more supportive than emotional support. This stands to reason since Asian cultures often promote emotional suppression rather than emotional disclosure. Additionally, as previously mentioned, Asian Americans may prefer instrumental support over emotional support because it conveys caring between individuals without the recipient having to disclose much about the problem and risk losing face.

However, overall, Asian Americans reported feeling less supported by either type of support (emotional or instrumental) than European Americans (see Figure 1). In retrospect, this result makes intuitive sense as the questions assessing perceptions of feeling supported were emotionally laden (e.g., participants were asked to rate the extent to which they found their friend's support to be supportive, caring, and comforting). Hence, Asian American participants may have reported feeling less supported (irrespective of type of support) due to the fact that Asians often suppress both positive and negative emotions (e.g., Butler, Lee, & Gross, 2007). Perhaps, it would have been more informative to ask participants a series of questions related to how beneficial they found the support to be. Finally, the finding that European Americans perceived instrumental support to be much more supportive than emotional support was contrary to my hypothesis that European Americans would perceive both types of support to be equally supportive. However, as previously mentioned, both groups unanimously found instrumental support to be more supportive than emotional support. Thus, European Americans may have preferred instrumental support because it was the more appropriate type of support to give in the scenarios.

Study 2 Hypotheses

Study 2 differs from Study 1 in that it examines support transactions from the provider's rather than the recipient's perspective. That is, Study 2 examined whether there are cultural differences in whether a provider would accept or decline a direct request for support (explicit support seeking) from a recipient; levels of uneasiness following having to make a decision; how obligated the provider felt in making a decision; how much free-will providers perceived they had in making a decision; and how positively or negatively providers felt towards the recipient following the support interaction. Due to theory which indicates that Asian Americans often feel a greater moral responsibility to help recipients than European Americans (Miller & Bersoff, 1998), I hypothesized that Asian Americans would be more likely to accept a recipient's direct request for support than European Americans (H1a). Conversely, because European Americans' decisions to help might have been based on other factors such as levels of liking rather than a moral responsibility to help the recipient (Miller & Bersoff, 1998), I anticipated that European Americans would be much more likely to decline the recipient's request than Asian Americans (H1b).

H2-H7 were related to how Asian Americans felt following their decision, irrespective of whether they accepted or declined the recipient's request for support. I anticipated that European Americans would feel better about themselves than Asian Americans after making their decision due to the fact that European Americans may enjoy helping someone rather than feeling obligated to help (H2). Moreover, due to the fact that seeking help may be perceived negatively in Asian cultures (Chu, Kim, & Sherman, 2008; Kim et al., 2008), I predicted that Asian Americans would feel more uneasy after making a decision than European Americans (H3). In addition, due to theory which suggests that Asian Americans may feel compelled to provide help to recipients,

irrespective of personal feelings, (Kim, Taylor, & Sherman, 2008), I anticipated that Asian Americans would feel a greater sense of obligation when making their decision than European Americans (H4). Relatedly, I hypothesized that Asian Americans would report less free will in their decision to provide support than European Americans (H5). Furthermore, based on research which found that Asian Americans rated an individual who solicited support from others much more negatively than European Americans (Chu, Kim, & Sherman, 2008; Kim et al., 2008), I predicted that Asian Americans would feel more negative towards the recipient for asking them for directly asking them for support (e.g., engage in explicit support seeking) than European Americans (H6). Conversely, because it may be more culturally acceptable for European Americans to decline a recipient's request (if one feels so inclined), I postulated that European Americans would feel more positively towards the recipient than Asian Americans, regardless of whether they accepted or declined the request (H7).

Method

Participants

Participants included a sample of 122 Asians and 198 European Americans (62% European Americans). The sample consisted of 238 women and 82 men in total (74% women in total; 156 European American women, 42 European American men; 82 Asian American women, 40 Asian American men). The overall ages of participants' ranged from 18 to 63 years old ($M = 22.94$, $SD = 5.77$). Respondents were recruited via the university's research website, SONA, through in-class announcements, and through on-campus flyers. The only main study requirement was that all participants were at least 18 years of age in order to provide informed consent. Once participants signed up for the study on SONA, they were directed to a link to take the survey online. The survey took participants about one and half hours to complete and upon

successful completion, respondents were awarded SONA credit hours, which could be used for extra credit or to fulfill assignments in designated courses.

Procedure

Participants were asked to read a set of four vignettes (approximately a quarter of a page in length) consisting of social dilemmas in which the provider was required to make personal sacrifices if they decided to accept the recipient's request for support in the scenario. The dilemmas were written in such a way as to evoke cognitive dissonance due to the fact that the provision of such support would take a personal toll on the provider. In the scenarios, participants were asked to: 1) be a member of a wedding party, 2) lend money to an unemployed friend, 3) provide feedback on a careless co-worker's report, 4) and organize a fundraiser in a short period of time. In each scenario, participants were asked to imagine themselves as the support provider to a recipient with whom they are moderately close.

The gender of the fictional recipient was varied such that each participant received two dilemmas in which the fictional recipient were male ,and two dilemmas in which the fictional recipient were female; thus all participants received all four dilemmas but with variations on the gender of the fictional recipient. In addition, the dilemmas were systematically randomized in order to prevent order effects, such that participants randomly received one of four possible dilemmas in the first block; then randomly received one of the three remaining dilemmas in the second block; followed by one of two remaining dilemmas in the third block; and the last possible dilemma in the fourth block (see Table 8). Thus, Study 2 was a 4 (Dilemmas) X2 (Fictional recipient: Male vs. Female) study design.

Main Measures

Demographics questions. Participants completed a demographics survey, providing information such as age, gender, religion, relationship status, and student status.

Culture. Participants who indicated that they were “White/Caucasian” were classified as European American. Participants who self-identified as “Asian” or “Native Hawaiian/Pacific Islander” were classified as Asian American. The culture variable dummy coded such that 0=European American, 1=Asian American.

Accept or Decline Request. After reading each of four dilemmas, participants were asked, ‘Would you accept or decline the following request?’ [0, “Accept”, 1 “Decline”]. This measure was used as the dependent variable for H1.

Extent of Feeling Good about One’s Self. After reading each of the four dilemmas, participants answered the following three questions assessing the extent to which participants felt good about themselves after making the decision to accept or decline the fictional recipient’s request: (1) To what extent do you feel good about yourself after you made your decision? [1, “Not at all Good”, to 7, “Very Good”]; (2) To what extent do you feel positive about yourself after you made your decision? [1, “Not at all Positive”, to 7, “Very Positive”]; and (3) 3) How self-confident do you feel after making your decision? [1, “Not at all Confident”, to 7, “Very Confident”]. The score was computed as the mean of the three items ($\alpha=.85$). This measure was used as the dependent variable for H2.

Unease Following Making a Decision. After reading each of the four dilemmas, participants answered the following three questions assessing the extent to which participants felt uneasy over making the decision to accept or decline the fictional recipient’s request: (1) To what extent did you feel uncomfortable in making your decision in the scenario? [1, “Not at all

Uncomfortable”, to 7, “Extremely Uncomfortable”]; (2) To what extent do you feel guilty about your decision in the scenario? [1, “Not at all Guilty”, to 7, “Extremely Guilty”]; and (3) To what extent did you feel distressed about having to make your decision in the scenario? [1, “Not at all Distressed”, to 7, “Extremely Distressed”]. The score was computed as the mean of the three items ($\alpha=.78$). This measure was used as the dependent variable for H3.

Obligation in Decision-Making. Succeeding each dilemma, participants were asked to respond to the following three questions assessing the extent to which participants felt obligated to accept or decline the fictional recipient’s request: (1) Please rate the extent to which you felt obligated to make the decision you did in the scenario. [1, “Not at all Obligated”, to 7, “Very Obligated”]; (2) To what extent did you feel that it was your duty to make the decision you did in the scenario? [1, “Not at all My Duty”, to 7, “Very much My Duty”]; and (3) To what extent did you make your decision, based on a sense of responsibility? [1, “Not at all”, to 7, “Very Much So”]. The score was computed as the mean of the three items ($\alpha=.72$). This measure was used as a dependent variable for H4.

Free Will in Decision-Making. Following each dilemma, participants replied to the following three questions assessing the extent to which participants felt they could freely to accept or decline the fictional recipient’s request: (1) To what extent did you feel you could freely choose what to do in the scenario? [1, “Not at all Free”, to 7, “Very Free”]; (2) To what extent did you feel your decision was completely voluntary? [1, “Not at all Voluntary”, to 7, “Very Voluntary”]; and (3) To what extent was your choice based upon your own free will? [1, “Not at All”, to 7, “Very much So”]. The score was computed as the mean of the three items ($\alpha=.86$). This measure was used as the dependent variable for H5.

Negative Feelings Towards Recipient. After reading each dilemma, participants were asked to respond to the following three questions assessing the extent to which participants felt negatively towards the fictional recipient following making their decision: (1) How negatively did you feel towards the person asking for your help? [1, “Not at all Negative”, to 7, “Very Negative”]; (2) How resentful do you feel towards the person who asked for your help? [1, “Not at all Resentful”, to 7, “Very Resentful”]; and (3) How annoyed do you feel towards the person who asked for your help? [1, “Not at all Annoyed”, to 7, “Very Annoyed”]. The score was computed as the mean of the three items ($\alpha=.84$). This measure was used as the dependent variable for H6.

Positive Feelings Towards Recipient. After reading each dilemma, participants were asked the following three questions assessing the extent to which participants felt positively towards the recipient following making their decision: (1) How positively did you feel towards the person asking for your help? [1, “Not at all Positive”, to 7, “Very Positive”]; (2) How happy do you feel towards the person who asked for your help? [1, “Not at all Happy”, to 7, “Very Happy”]; and (3) How fondly do you feel towards the person who asked for your help? [1, “Not at all Fond”, to 7, “Very Fond”]. The score was computed as the mean of the three items ($\alpha=.85$). This measure was used as a dependent variable for H7.

Exploratory Measure

Acculturation among Asian Americans. The Suinn-Lew Asian Self Identity Acculturation Scale (Suinn et al., 1992) is a 26-item measure of the level of acculturation of Asian populations. Thus, participants only responded to these questions if they self-identified as “Asian”. A sample item includes: “How would you rate yourself?” [1, “Very Asian”, 2, “Mostly Asian”, 3,

“Bicultural”, 4, “Mostly Westernized”, 5, “Very Westernized”]. A mean score was taken of the first 21 items in accordance with scaling instructions ($\alpha=.87$).

Analysis Strategy for Study 2

Similar to Study 1, the data were analyzed using a repeated measures, mixed-effects model in SAS proc mixed. Thus, data were converted from a multivariate (short) structure to a univariate (long) structure. However, for H1 involving accepting or declining request (which was dummy coded 0=decline and 1=accept) data were analyzed using SAS proc glimmix. Proc glimmix is similar to proc mixed but allows for binary outcome variables. Analogous to Study 1, the storylines of the dilemmas, gender of the recipient (dummy coded 0=female, 1=male), and gender of the fictional recipient (dummy coded 0=female, 1=male) were controlled for in the analysis. The main predictor of culture (Asian American vs. European American) remained uncentered because there was a meaningful zero and was specified as a between subject variable. Gender of the participant (male vs. female), the gender of the fictional recipient (male vs. female), and the decision of the provider (accept vs. decline) were operationalized as within subject variables. As with Study 1, there are no specific gender hypotheses regarding the gender of the participant or the gender of the fictional recipient; however, both were controlled for in the analysis. As with Study 1, due to the nature of the output related to mixed-effects models, the unstandardized parameter estimates (b) were reported.

Results for Study 2

The correlations, means, and standard deviations between the main outcome variables were separated by culture and presented in Table 8. H1 was related to the main effect of culture in predicting the binary outcome of the decision they made (accept vs. decline). H1a predicted that Asian Americans would be more likely to accept the recipient’s direct request for support

than European Americans. Conversely, H1b indicated that European Americans would be more likely to decline the recipient's request than Asian Americans. Overall, results revealed that the main effect of culture was not significant in predicting whether people accepted the request (or conversely declined), ($b = -.01, p = .93$). Thus, it may have been equally difficult for Asian Americans and European Americans to decline the recipient's request for help (see Table 9).

Furthermore, H2-H7 explored the main effect of culture (Asian Americans vs. European Americans) in predicting outcomes following their decision-making. Similar to Study 1, the remaining hypotheses in Study 2 were tested using an intercept slope model where the intercept was allowed to vary across subjects and the covariance matrix was unstructured. H2 predicted that European Americans would feel better about themselves following their decision than Asian Americans would. Results revealed that the main effect of culture was not significant ($b = -.13, p = .20$). Thus, there appeared to be no difference in whether Asian Americans or European Americans felt good about themselves after making their decision (see Table 10).

H3 predicted that Asian Americans would feel more uneasy after making a decision than European Americans. However, contrary to predictions, there was no significant main effect of culture ($b = -.05, p = .65$). Therefore, Asian Americans did not report more uneasiness after making a decision than European Americans (see Table 11).

In addition, H4 predicted that Asian Americans would feel a greater sense of obligation when making their decision than European Americans. Results revealed there was not a main effect of culture ($b = -.08, p = .45$). Thus, there were no differences between European Americans and Asian Americans in terms of their obligation when making their decision (see Table 12). Relatedly, H5 predicted that Asian Americans would report less free will in making

the decision than European Americans. Results revealed that there was not a main effect of culture in predicting free will ($b = -.17, p = .14$). Hence, both groups reported feeling about the same degree of free will in making their decision (see Table 13).

Further, H6 predicted that Asian Americans would feel more negative towards the recipient for directly asking for their assistance than European Americans. However, upon examining the means, both groups reported a relatively small (and remarkably similar) degree of negativity towards the recipient (European Americans: $M=2.76$; Asian Americans: $M=2.78$). Thus, findings revealed no main effect of culture in predicting negative feelings towards the recipient, ($b = -.07, p = .55$; see Table 14). Finally, H7 predicted that European Americans were expected to feel more positively towards the recipient than Asian Americans. H7 was not supported ($b = .17, p = .13$; See Table 15). Overall, participants felt moderately positive feelings towards the recipient and there were only minor differences in the means for all outcome variables for Asian Americans ($M=4.28$) and European Americans ($M=4.09$; see Table 8). Thus, European Americans and Asian Americans appeared to report the same amount of positivity towards the recipient.

Discussion for Study 2

Study 2 was designed to evaluate cultural differences in the provision of social support. Overall, none of the hypothesized main effects for culture were found to be significant. Similar to Study 1, story content may have been a contributing factor for the null results. Also, akin to Study 1, participants may not have perceived the dilemmas to be equivalent in nature. Entering the “Story” (a categorical variable ranging from 1-4) variable in the model-effect equations as a control variable yielded four separate contrasts, which compared Story 4 to each of the other three stories. Results revealed that across all seven hypotheses Story 1 (in which participants

were asked to be a part of their second cousin's wedding party) was found to be significantly different from Story 4 (in which participants were asked to volunteer to head up an event).

One possible explanation as to why these two stories, in particular, were found to be consistently different from one another may be that the protagonist in the Story 1 was a family member (albeit a distant one) versus a fellow volunteer. Although participants were instructed to envision someone whom they were moderately close to when reading all four scenarios, it is unclear whether participants heeded to those particular instructions. In addition, because levels of closeness to the individual often plays a role in whether a provider will be likely to give support to a recipient (e.g., Feng & MacGeorge, 2006; Goldsmith & MacGeorge, 2000), it is also possible that participants might have perceived that they were closer to some fictional recipients more than others (i.e., they may have perceived they were closer to their second cousin than the fellow volunteer). This difference in perceived closeness may have colored how participants responded. Future research should consider adding a measure of closeness, such as the inclusion of self in the other scale (Aron, Aron, & Smollen, 1992), in order to control for levels of closeness and to determine whether there are differences in how close participants feel towards the fictional recipient.

Additionally, as with Study 1, it might have been better to ask participants to read and answer questions related to how a support provider in the story might feel after giving the recipient support rather than asking participants to envision how *they* would respond in each scenario. In fact, providing psychological distance for the participants to answer the questions more objectively may have been even more important for Study 2 than Study 1, given that providing support to someone in need is often considered an altruistic gesture. In general, both Asian Americans and European Americans reported accepting (rather than declining) requests

from the fictional recipients (H1 and H2). It is possible that the participants' responses reflected a self-report bias to present themselves in a positive light rather than how they would have reacted in real-life.

Relatedly, all four dilemmas required that participants provide instrumental support as opposed to emotional support. Even though the dilemmas were written such that providing support may come at a cost to the participant, instrumental support is often problem-focused, and pragmatic. Thus, providing instrumental support may have been an unambiguous and an obvious decision for participants. For instance, participants may have viewed that lending \$50 to a broke friend to pay for his or her entrance to a party as relatively inconsequential since they would still reap the benefits of having their friend's companionship at a party (see Story 2). Conversely, the decision to provide emotional support may be less clear cut than the decision to provide instrumental support. Thus, making a decision to provide emotional support may evoke more ambivalence than making a decision to provide instrumental support. In addition, providing participants with dilemmas regarding emotional support might make cultural nuances in responses more pronounced, especially given that Asian cultural values encourage emotional suppression as opposed to emotional expression (Gross & John, 2003; Tsai & Levenson, 1997). Future research should consider incorporating both emotional and instrumental dilemmas to see if there are significant differences in how participants respond.

Although the hypotheses were not supported, for the most part, the signs for the parameter estimates were in the expected direction. For instance, for H2, European Americans were slightly more likely to feel good about themselves as opposed to Asian Americans. With regard to H3, Asian Americans were inappreciably more likely to feel uneasy as compared to European Americans. Along these lines, Asian Americans were somewhat more likely to feel a

greater sense of obligation (H4) and less free will (H5) than European Americans. Accordingly, Asian Americans reported feeling slightly more negative towards the fictional recipient (H6) whereas European Americans tended to feel inappreciably more positive towards the fictional recipient (H7). The only exception were the results for H1 where European Americans appeared to be slightly more inclined to accept the request for help than Asian Americans (I expected the reverse pattern). However, results for H1 may have been different if participants were given a ratings scale assessing the degree to which they might accept or decline the request. This method would have allowed for more variability rather than the binary outcome variable of accepting or declining a request.

Because the signs were generally in the expected the direction, I conducted post-hoc analyses in order to uncover whether other factors might have been contributing to the unexpected results. Asian cultures tend to be more patriarchal than European American cultures (e.g., Niaz & Hassan, 2006); thus, Asian American men and Asian American women may subsume to more traditional gender roles. Hence, I explored gender as a moderator of the association between culture and the various outcome variables.

I found a significant interaction such that gender was the moderator of the association between culture and obligation in decision-making (see Table 16; $b=.51$, $p=.03$). In general, European American women tended to report feeling the most obligated as compared to all other groups. This finding is consistent with previous literature which suggests that women tend to be empathetic than men (e.g. Toussaint & Webb, 2005); thus, European American women may place greater emphasis on the recipient's reasons for why they need help, and consequently feel more obligated in making their decision. Interestingly, Asian American men tended to report feeling more obligated than Asian American women (albeit this was a small difference) and

European American men (see Figure 2). Due to the patriarchal nature of Asian societies, Asian American men may take on more traditional gender roles than their European American counterparts. Thus, Asian American men may feel that it is more of their responsibility to be chivalrous and factor in the feelings of the recipient when making their decision.

In order to further explore this possibility, I tested levels of acculturation as a possible moderator, using the Suinn-Lew Asian Self-identity Acculturation Scale (Suinn et al., 1992). This scale specifically explores acculturation among Asian populations. Therefore, only the Asian American participants (82 Asian American women and 40 Asian American men) were included in the analysis. I found a significant interaction between gender and acculturation in predicting obligation in decision-making (See Table 18; $b = -1.11$, $p < .01$). Notably, Asian American men who were less acculturated to Western culture reported feeling much more obligated in their decision-making as compared to all other groups (see Figure 3). Conversely, Asian American men who were highly acculturated reported the least amount of obligation in making a decision as compared to all other groups. In addition, the reverse yet less pronounced pattern emerged for Asian American women such that the more acculturated they were the more obligated they felt as compared to less acculturated Asian American women. Overall, the findings indicate that Asian American men who self-identify more with their Asian heritage (are less acculturated) tend to hold more traditional male views which in turn, leads them to feel more obligated.

Furthermore, an interaction between culture and gender in predicting negative feelings towards the recipient was trending (See Table 19; $b = -.46$, $p = .06$). Although as previously mentioned, all participants reported feeling a relatively small degree of negativity towards the recipient, Figure 4 reveals that Asian American men felt the least amount of negativity as

compared to all groups. European American men and women appeared to feel about the same negative feelings towards the recipient. As with the previous analyses, I further explored whether acculturation might play a role. A significant interaction between gender and acculturation emerged in predicting negative feelings towards the recipient among Asian American men and women ($b=.69, p=.05$). As demonstrated in Figure 5, although Asian American women seemed to feel about the same degree of negative feelings towards the recipient regardless of acculturation, Asian American men who were less acculturated felt less negative towards the recipient. In sum, Asian American men may feel more duty-bound to provide support. However, in accordance with more traditional gender roles, they are willing to accept the responsibility without feeling as negative towards the recipient.

General Discussion

Overall, the current research was designed to comprehensively examine the ways in which culture might affect both the recipient's and provider's mental affective states and their feelings towards others following social support transactions. Specifically, Study 1 was conducted to examine whether there were cultural differences in how recipients seek support (implicit vs. explicit support seeking) and whether recipients from different cultures would accept a given type of support (emotional vs. instrumental) or perceive feeling more supported by a particular type of support (emotional vs. instrumental). Limited support was found for two of the primary hypotheses for Study 1. However, a significant interaction between culture and type of support emerged in predicting perceptions of feeling supported. Results revealed that both cultures perceived instrumental support to be more supportive than emotional support. However, the pattern was less pronounced for Asian American participants. This result may have

been due to the fact that the extant literature has indicated that Asian cultures promote emotional suppression of positive and negative emotions (e.g., Butler, Lee, & Gross, 2007).

Study 2 explored cultural differences in terms of obligation in decision-making, feeling good about one's self after making a decision, free will, and positive and negative feelings towards the recipient following the recipient's request for support. Overall, none of the primary hypotheses were supported. However, post-hoc analysis revealed interesting findings with regard to Asian American men. Two significant interactions emerged in predicting obligation in decision-making: 1) a Culture X Gender interaction and 2) a gender by acculturation interaction (the latter included Asian American participants only). Moreover, an interaction between culture and gender in predicting negative feelings towards the recipient was trending ($b = -.46, p = .06$). Additional analysis revealed a significant interaction between gender and acculturation in predicting negative feelings towards the recipient. This series of analyses seems to demonstrate that Asian American men may take on more traditional gender roles relative to European American men due to the patriarchal nature of Asian societies. However, although they may feel more compelled to provide support to a recipient, they do not feel more negatively towards the recipient.

Recommendations have been provided in the previous discussion sections on how to improve the current study design. However, there may be many other fruitful avenues to explore. Future research might consider conducting qualitative or mixed method qualitative studies. An example of the latter might include asking participants to think of specific times they have provided support or have given support to a recipient but answer specific questions on a rating scale. Another possible future direction might be to ask participants to write about their support transactions from the perspective of both the support provider and the support recipient and test

their physiological responses (facial expressions, heart rate, electro dermal responses, etc.) before, during, and after the writing task. Finally, future research might consider employing a diary methodology in which participants report about their actual, daily support transactions over a given time rather than responding to hypothetical scenarios at one time point. A multi-method approach might help to better elucidate potential cultural nuances in social support transactions. Overall, the current research contributes to the literature by informing future research and providing future directions. The current research and future research will hopefully help to provide a more comprehensive picture of how social support might differentially impact mental health outcomes in independent and interdependent cultures.

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Table 1: Sample of Manner of Support Seeking and Type of Support Provided for Study 1.

Implicit support seeking (Male friend)

You run into your friend in the hallway immediately following the class. You hint that something is wrong by your tone of voice and your body posture. Although you do not directly discuss your problems, you hope that he will try to talk with you about it.

Explicit support seeking (Female friend)

You run into your friend in the hallway immediately following the class. Because she has also taken the same class from the same professor, you decide that she can sympathize and directly ask her if she can talk to you about it.

Emotional Support Provided (Male Friend)

Your friend knows you are worried about the class and shares with you that he did not like the professor's teaching style or the class. He offers you his emotional support and encourages you to talk about your problems.

Instrumental Support Provided (Female Friend)

Your friend knows you are worried about the class and agrees to help study with you. She provides practical assistance by giving you strategies on how to master the topics that are difficult for you.

Note: The conditions for male and female provider are exactly the same except for gender of the fictional provider . In addition, all dilemmas that participants read will contain a manner of support seeking paired with a type of support provision.

Table 2: Order of Story Situations for Study 1

First order of 8 sets of situations were administered to half of participants in order to randomize and counterbalance order in order to control for effects for Study 1.

Situation 1	F	Instru	Implicit	Situation 1	F	Instru	Explicit	Situation 1	M	Emotion	Implicit	Situation 1	F	Emotion	Explicit	Situation 1	M	Emotion	Explicit	Situation 1	F	Emotion	Implicit	Situation 1	M	Instru	Explicit	Situation 1	M	Instru	Implicit
Situation 2	F	Instru	Implicit	Situation 2	F	Instru	Explicit	Situation 2	M	Emotion	Implicit	Situation 2	F	Emotion	Explicit	Situation 2	M	Emotion	Explicit	Situation 2	F	Emotion	Implicit	Situation 2	M	Instru	Explicit	Situation 2	M	Instru	Implicit
Situation 3	F	Instru	Implicit	Situation 3	F	Instru	Explicit	Situation 3	M	Emotion	Implicit	Situation 3	F	Emotion	Explicit	Situation 3	M	Emotion	Explicit	Situation 3	F	Emotion	Implicit	Situation 3	M	Instru	Explicit	Situation 3	M	Instru	Implicit
Situation 4	F	Instru	Implicit	Situation 4	F	Instru	Explicit	Situation 4	M	Emotion	Implicit	Situation 4	F	Emotion	Explicit	Situation 4	M	Emotion	Explicit	Situation 4	F	Emotion	Implicit	Situation 4	M	Instru	Explicit	Situation 4	M	Instru	Implicit
Situation 5	F	Instru	Implicit	Situation 5	F	Instru	Explicit	Situation 5	M	Emotion	Implicit	Situation 5	F	Emotion	Explicit	Situation 5	M	Emotion	Explicit	Situation 5	F	Emotion	Implicit	Situation 5	M	Instru	Explicit	Situation 5	M	Instru	Implicit
Situation 6	F	Instru	Implicit	Situation 6	F	Instru	Explicit	Situation 6	M	Emotion	Implicit	Situation 6	F	Emotion	Explicit	Situation 6	M	Emotion	Explicit	Situation 6	F	Emotion	Implicit	Situation 6	M	Instru	Explicit	Situation 6	M	Instru	Implicit
Situation 7	F	Instru	Implicit	Situation 7	F	Instru	Explicit	Situation 7	M	Emotion	Implicit	Situation 7	F	Emotion	Explicit	Situation 7	M	Emotion	Explicit	Situation 7	F	Emotion	Implicit	Situation 7	M	Instru	Explicit	Situation 7	M	Instru	Implicit
Situation 8	F	Instru	Implicit	Situation 8	F	Instru	Explicit	Situation 8	M	Emotion	Implicit	Situation 8	F	Emotion	Explicit	Situation 8	M	Emotion	Explicit	Situation 8	F	Emotion	Implicit	Situation 8	M	Instru	Explicit	Situation 8	M	Instru	Implicit

Second order of 8 sets of situations (the reverse of the first order) were administered to half of participants in order to randomize and counterbalance order in order to control for effects for Study 1.

Situation 1	M	Instru	Implicit	Situation 1	M	Instru	Explicit	Situation 1	F	Emotion	Implicit	Situation 1	M	Emotion	Explicit	Situation 1	F	Emotion	Explicit	Situation 1	M	Emotion	Implicit	Situation 1	F	Instru	Explicit	Situation 1	F	Instru	Implicit
Situation 2	M	Instru	Implicit	Situation 2	M	Instru	Explicit	Situation 2	F	Emotion	Implicit	Situation 2	M	Emotion	Explicit	Situation 2	F	Emotion	Explicit	Situation 2	M	Emotion	Implicit	Situation 2	F	Instru	Explicit	Situation 2	F	Instru	Implicit
Situation 3	M	Instru	Implicit	Situation 3	M	Instru	Explicit	Situation 3	F	Emotion	Implicit	Situation 3	M	Emotion	Explicit	Situation 3	F	Emotion	Explicit	Situation 3	M	Emotion	Implicit	Situation 3	F	Instru	Explicit	Situation 3	F	Instru	Implicit
Situation 4	M	Instru	Implicit	Situation 4	M	Instru	Explicit	Situation 4	F	Emotion	Implicit	Situation 4	M	Emotion	Explicit	Situation 4	F	Emotion	Explicit	Situation 4	M	Emotion	Implicit	Situation 4	F	Instru	Explicit	Situation 4	F	Instru	Implicit
Situation 5	M	Instru	Implicit	Situation 5	M	Instru	Explicit	Situation 5	F	Emotion	Implicit	Situation 5	M	Emotion	Explicit	Situation 5	F	Emotion	Explicit	Situation 5	M	Emotion	Implicit	Situation 5	F	Instru	Explicit	Situation 5	F	Instru	Implicit
Situation 6	M	Instru	Implicit	Situation 6	M	Instru	Explicit	Situation 6	F	Emotion	Implicit	Situation 6	M	Emotion	Explicit	Situation 6	F	Emotion	Explicit	Situation 6	M	Emotion	Implicit	Situation 6	F	Instru	Explicit	Situation 6	F	Instru	Implicit
Situation 7	M	Instru	Implicit	Situation 7	M	Instru	Explicit	Situation 7	F	Emotion	Implicit	Situation 7	M	Emotion	Explicit	Situation 7	F	Emotion	Explicit	Situation 7	M	Emotion	Implicit	Situation 7	F	Instru	Explicit	Situation 7	F	Instru	Implicit
Situation 8	M	Instru	Implicit	Situation 8	M	Instru	Explicit	Situation 8	F	Emotion	Implicit	Situation 8	M	Emotion	Explicit	Situation 8	F	Emotion	Explicit	Situation 8	M	Emotion	Implicit	Situation 8	F	Instru	Explicit	Situation 8	F	Instru	Implicit

Table 3. Descriptive Statistics and Correlations for Study 1 Outcome Variables.

	1	2	3	4	5	M _{Asian Americans}	SD _{Asian Americans}
1. Type of support sought (explicit vs. implicit)	--	.00	-.03	-.02	-.01	.50	.50
2. Type of support provided (emotional vs. instrumental)	.00	--	.02	.14***	.20***	.50	.50
3. Likelihood of Requesting Support	-.05**	.08***	--	.74***	.46***	4.80	1.60
4. Likelihood of Accepting Support	-.03	.15***	.73***	--	.68***	5.41	1.32
5. Perceptions of Feeling Supported	-.02	.27***	.44***	.65***	--	5.65	1.30
M _{European Americans}	.50	.50	4.88	5.56	5.80		
SD _{European Americans}	.50	.50	1.66	1.38	1.28		

Note. N=421 (136 Asians, 285 European Americans), Correlations for European Americans listed below the diagonal and Asian Americans listed above. * $p < .05$, ** $p < .01$, *** $p < .001$. European Americans were dummy coded =0, and Asian Americans =1.

Table 4. Study 1 Mixed-effects Model predicting Likelihood of Requesting support from the Interaction between Culture and Manner of Support Seeking (H1a-H1d).

Outcome	Predictor	b	SE
Likelihood of Requesting Support	Story	.43***	.09
	Story	.53***	.09
	Story	.41***	.09
	Story	.19***	.09
	Story	.27*	.09
	Story	.39**	.09
	Story	.19*	.09
	Story	0	—
	Gender of the participant	-.06	.13
	Gender of the protagonist	.01	.05
	Culture	-.06	.13
	Manner of Support Seeking	-.18**	.06
	Culture X Manner of Support Seeking	.09	.10
	Type of Support Provided	.26***	.06
	Culture X Type of Support Provided	-.16	.10

Note. N=421 (136 Asian Americans, 285 European Americans), *** $p < .001$ ** $p < .01$ * $p < .05$. Both gender of the participant and the gender of the protagonist was dummy coded female = 0, and male =1. Manner of support seeking was dummy coded explicit =0, implicit =1 and type of support was coded as explicit =0, implicit =1. For culture, European Americans were dummy coded =0, and Asian Americans =1.

Table 5. Study 1 Mixed-effects Model predicting Likelihood of Accepting Support from the Provider from the Interaction between Culture and Type of Support Provided (H2a-H2d).

Outcome	Predictor	b	SE
Likelihood of Accepting Support	Story	.25***	.08
	Story	.41***	.08
	Story	.18*	.08
	Story	.10	.08
	Story	.15	.08
	Story	.20**	.08
	Story	.14	.08
	Story	0	—
	Gender of the participant	-.12	.11
	Gender of the protagonist	.01	.04
	Culture	-.18	.11
	Manner of Support Seeking	-.08	.05
	Culture X Manner of Support Seeking	.04	.08
	Type of Support Provided	.41***	.05
	Culture X Type of Support Provided	-.01	.08

Note. N=421 (136 Asian Americans, 285 European Americans), *** $p < .001$ ** $p < .01$ * $p < .05$. Both gender of the participant and the gender of the protagonist was dummy coded female = 0, and male =1. Manner of support seeking was dummy coded explicit =0, implicit =1 and type of support was coded as explicit =0, implicit =1. For culture, European Americans were dummy coded =0, and Asian Americans =1.

Table 6. Study 1 Mixed-effects Model predicting Perceptions of Feeling Supported from the Interaction between Culture and Type of Support Provided (H3a-H3d).

Outcome	Predictor	b	SE
Perceptions of Feeling Supported	Story	.06	.08
	Story	.25***	.07
	Story	.09	.07
	Story	.04	.07
	Story	.06	.07
	Story	.05	.07
	Story	.04	.07
	Story	0	—
	Gender of the participant	-.36***	.10
	Gender of the protagonist	.07*	.03
	Culture	-.08	.10
	Manner of Support Seeking	-.04	.04
	Culture X Manner of Support Seeking	.02	.07
	Type of Support Provided	.69***	.04
	Culture X Type of Support Provided	-.16*	.08

Note. N=421 (136 Asian Americans, 285 European Americans), *** $p < .001$ ** $p < .01$ * $p < .05$. Both gender of the participant and the gender of the protagonist was dummy coded female = 0, and male =1. Manner of support seeking was dummy coded explicit =0, implicit =1 and type of support was coded as explicit =0, implicit =1. For culture, European Americans were dummy coded =0, and Asian Americans =1.

Table 7. Order of four story sets with alternating male and female fictional recipients for Study

2.

Dilemma 1	F		Dilemma 1	M		Dilemma 1	F		Dilemma 1	M
Dilemma 2	F		Dilemma 2	M		Dilemma 2	F		Dilemma 2	M
Dilemma 3	F		Dilemma 3	M		Dilemma 3	F		Dilemma 3	M
Dilemma 4	F		Dilemma 4	M		Dilemma 4	F		Dilemma 4	M

Note: Participants randomly received one of four possible dilemmas in the first block; then randomly received one of the three remaining dilemmas in the second block; followed by one of two remaining dilemmas in the third block; and the last remaining dilemma in the fourth block.

Table 8. Descriptive Statistics and Correlations for Study 2 Outcome Variables

	1	2	3	4	5	6	7	M _{Asian Americans}	SD _{Asian Americans}
Accept or Decline Request	--	.20***	-.21***	.16***	-.19***	-.09*	.22***	.56	.50
Extent of Feeling Good about One's Self	.08*	--	-.55***	.14***	.42***	-.37***	.52***	4.75	1.35
Unease Following Decision	-.24***	-.49***	--	.08	-.35***	.36***	.28***	3.40	1.45
Obligation in Decision-Making	.16***	.03	.17***	--	-.15***	-.11*	.22***	4.46	1.32
Free Will in Decision-Making	-.30***	.36***	-.32***	-.35***	--	-.25***	.26***	4.77	1.41
Negative Feelings towards Recipient	-.04	-.40***	.41***	.01	-.28***	--	-.64***	2.68	1.38
Positive feelings towards recipient	.19***	.42***	-.32***	.11**	.15***	-.60***	--	4.28	1.35
M _{European Americans}	.55	4.86	3.51	4.57	4.88	2.76	4.09		
SD _{European Americans}	.50	1.33	1.45	1.51	1.49	1.49	1.49		

Note. N=319 (122 Asian Americans, 198 European Americans), Correlations for European Americans listed below the diagonal and Asian Americans listed above. * $p < .05$, ** $p < .01$, *** $p < .001$. European Americans were dummy coded =0, and Asian Americans =1.

Table 9. Study 2 Main effect of culture in predicting whether participants accepted or declined a request for help.

Outcome	Predictor	b	SE
Likelihood of accepting request for help	Story	-2.40***	.19
	Story	.01	.17
	Story	-1.81***	.18
	Story	0	--
	Gender of the participant	-.04	.15
	Gender of the fictional recipient	.11	.13
	Culture	-.01	.12

Note. N=319 (122 Asian Americans, 198 European Americans), * $p < .05$, ** $p < .01$, *** $p < .001$. Both gender of the participant and gender of the protagonist were coded female =0, and male =1. Culture was dummy coded as European Americans =0, Asian Americans =1.

Table 10. Study 2 Main effect of culture in predicting the extent to which participants felt good about themselves after making their decision.

Outcome	Predictor	b	SE
Extent to Which Participants Felt Good About Themselves	Story	.032***	.10
	Story	-.07	.10
	Story	-.18*	.10
	Story	0	--
	Gender of the participant	.21	.12
	Gender of the fictional recipient	-.03	.06
	Culture	-.13	.10

Note. N=319 (122 Asian Americans, 198 European Americans), * $p < .05$, ** $p < .01$, *** $p < .001$. Both gender of the participant and gender of the protagonist were coded female =0, and male =1. Culture was dummy coded as European Americans =0, Asian Americans =1.

Table 11. Study 2 Main effect of culture in predicting the extent to which participants felt uneasy following making their decision.

Outcome	Predictor	b	SE
Unease Following Making Their Decision	Story	-.51***	.10
	Story	.04	.10
	Story	-.20	.10
	Story	0	--
	Gender of the participant	-.49***	.12
	Gender of the fictional recipient	-.06	.07
	Culture	-.05	.11

Note. N=319 (122 Asian Americans, 198 European Americans), * $p < .05$, ** $p < .01$, *** $p < .001$. Both gender of the participant and gender of the protagonist were coded female =0, and male =1. Culture was dummy coded as European Americans =0, Asian Americans =1.

Table 12. Study 2 Main effect of culture in predicting the extent to which participants felt obligated in making their decision.

Outcome	Predictor	b	SE
Obligation in Decision-making	Story	.50***	.10
	Story	-.54***	.10
	Story	-.17	.10
	Story	0	--
	Gender of the participant	-.16	.12
	Gender of the fictional recipient	-.11	.07
	Culture	-.08	.45

Note. N=319 (122 Asian Americans, 198 European Americans), * $p < .05$, ** $p < .01$, *** $p < .001$. Both gender of the participant and gender of the protagonist were coded female =0, and male =1. Culture was dummy coded as European Americans =0, Asian Americans =1.

Table 13. Study 2 Main effect of culture in predicting the extent to which participants felt free will in making their decision.

Outcome	Predictor	b	SE
Free will in Decision-making	Story	-.55***	.09
	Story	.27**	.09
	Story	-.39***	.09
	Story	0	--
	Gender of the participant	.40**	.13
	Gender of the fictional recipient	.15*	.07
	Culture	-.17	.12

Note. N=319 (122 Asian Americans, 198 European Americans), * $p < .05$, ** $p < .01$, *** $p < .001$. Both gender of the participant and gender of the protagonist were coded female =0, and male =1. Culture was dummy coded as European Americans =0, Asian Americans =1.

Table 14. Study 2 Main effect of culture in predicting the extent to which participants felt negatively towards the recipient after making their decision.

Outcome	Predictor	b	SE
Negative Feelings Towards the Recipient	Story	-.28**	.09
	Story	.87***	.09
	Story	.91	.09
	Story	0	--
	Gender of the participant	-.24*	.12
	Gender of the fictional recipient	.04	.06
	Culture	-.07	.11

Note. N=319 (122 Asian Americans, 198 European Americans), * $p < .05$, ** $p < .01$, *** $p < .001$. Both gender of the participant and gender of the protagonist were coded female =0, and male =1. Culture was dummy coded as European Americans =0, Asian Americans =1.

Table 15. Study 2 Main effect of culture in predicting the extent to which participants felt positively towards the recipient after making their decision.

Outcome	Predictor	b	SE
Positive Feelings Towards the Recipient	Story	.66***	.08
	Story	-.79***	.08
	Story	-.68***	.08
	Story	0	--
	Gender of the participant	.18	.12
	Gender of the fictional recipient	-.17**	.05
	Culture	.17	.11

Note. N=319 (122 Asian Americans, 198 European Americans), * $p < .05$, ** $p < .01$, *** $p < .001$. Both gender of the participant and gender of the protagonist were coded female =0, and male =1. Culture was dummy coded as European Americans =0, Asian Americans =1.

Table 16. Mixed-effects Model predicting Obligation in Decision-making from the Interaction

Between Culture and Gender of the participant.

Outcome	Predictor	b	SE
Obligation in Decision-Making	Story	.50***	.10
	Story	-.54***	.10
	Story	-.17	.10
	Story	0	-
	Gender of the participant	.19	.17
	Gender of the fictional recipient	-.11	.07
	Culture	-.22	.12
	Culture X Gender of the participant	.51*	.24

Note. N=319 (122 Asian Americans, 198 European Americans), * $p < .05$, ** $p < .01$, *** $p < .001$. Both gender of the participant and gender of the protagonist were coded female =0, and male =1. Culture was dummy coded as European Americans =0, Asian Americans =1.

Table 17. Mixed-effects Model predicting Obligation in Decision-making from the Interaction

Between Gender of the participant and Acculturation Among Asian-American Participants.

Outcome	Predictor	b	SE
Obligation in Decision-Making	Story	.34*	.15
	Story	-.29*	.15
	Story	-.22	.15
	Story	0	-
	Gender of the participant	.19	.17
	Gender of the fictional recipient	-.09	.10
	Acculturation	.22	.18
	Gender of the participant X Acculturation	-1.11***	.37

Note. N=122 (82 Asian American women, 40 Asian American men), * $p < .05$, ** $p < .01$, *** $p < .001$. Both gender of the participant and gender of the protagonist were coded female =0, and male =1.

Table 18. Mixed-effects Model predicting Negative Feelings Towards the Recipient from the Interaction Between Culture and Gender of the participant.

Outcome	Predictor	b	SE
Negative Feelings Towards the Recipient	Story	-.28***	.09
	Story	.87***	.09
	Story	.91***	.09
	Story	0	.
	Gender of the participant	-.04	.16
	Gender of the fictional recipient	.04	.06
	Culture	.06	.13
	Culture X Gender of the participant	-.46†	.25

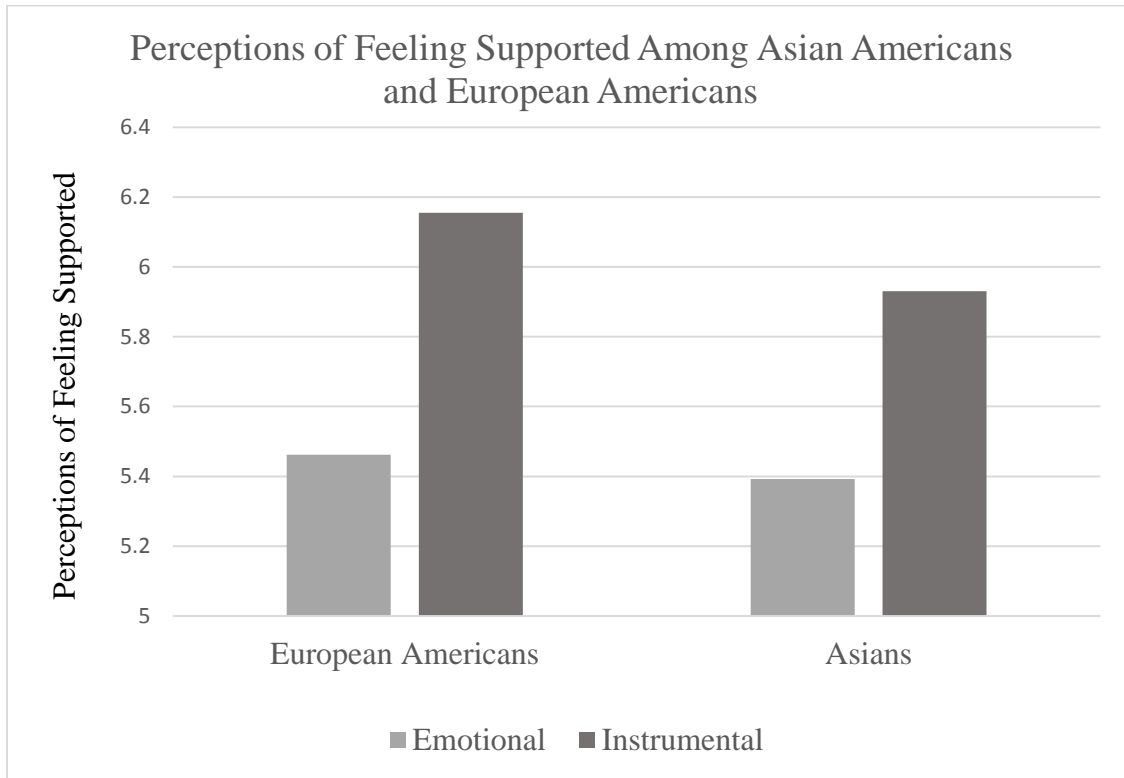
Note. N=319 (122 Asian Americans, 198 European Americans), †p=.06, * $p < .05$, ** $p < .01$, *** $p < .001$. Both gender of the participant and gender of the protagonist were coded female =0, and male =1. Culture was dummy coded as European Americans =0, Asian Americans =1.

Table 19. Mixed-effects Model predicting Negative Feelings Towards the Recipient from the Interaction Between Gender and Acculturation Among Asian American participants.

Outcome	Predictor	b	SE
Negative Feelings Towards the Recipient	Story	-.21	.14
	Story	.95	.14***
	Story	.89	.14***
	Story	0	.
	Gender of the participant	-.59***	.17
	Gender of the fictional recipient	.14	.10
	Acculturation	-.21	.18
	Gender of the participant X Acculturation	.69*	.36

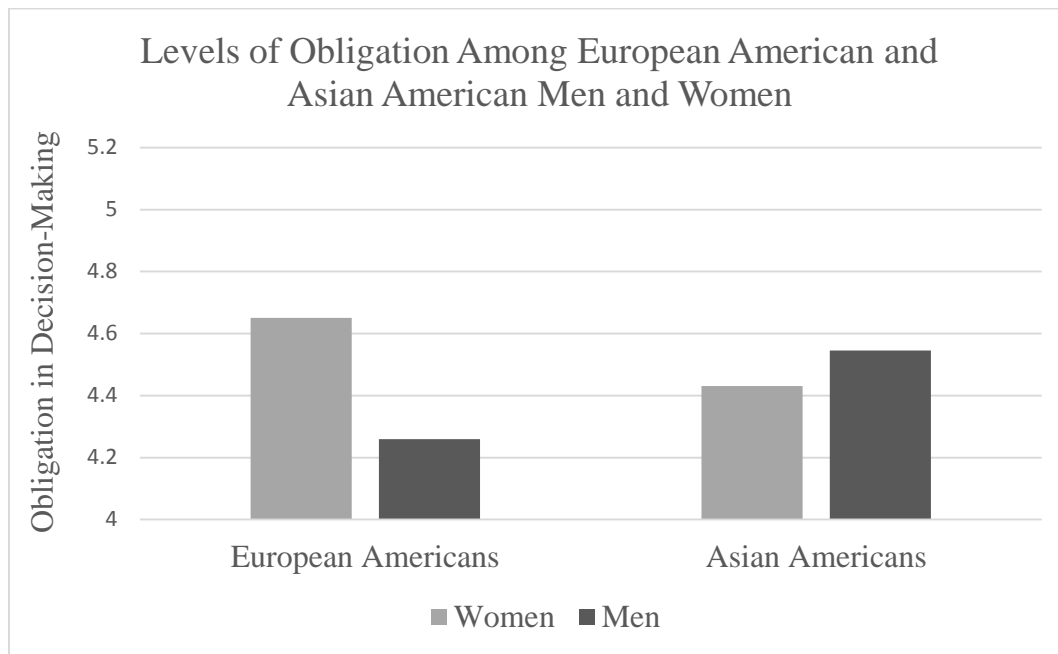
Note. N=122 (82 Asian American women, 40 Asian American men), * $p = .05$, ** $p < .01$, *** $p < .001$. Both gender of the participant and gender of the protagonist were coded female =0, and male =1.

Figure 1. Type of Support (Emotional vs. Instrumental) as a Moderator of the association between culture and perceptions of feeling supported.



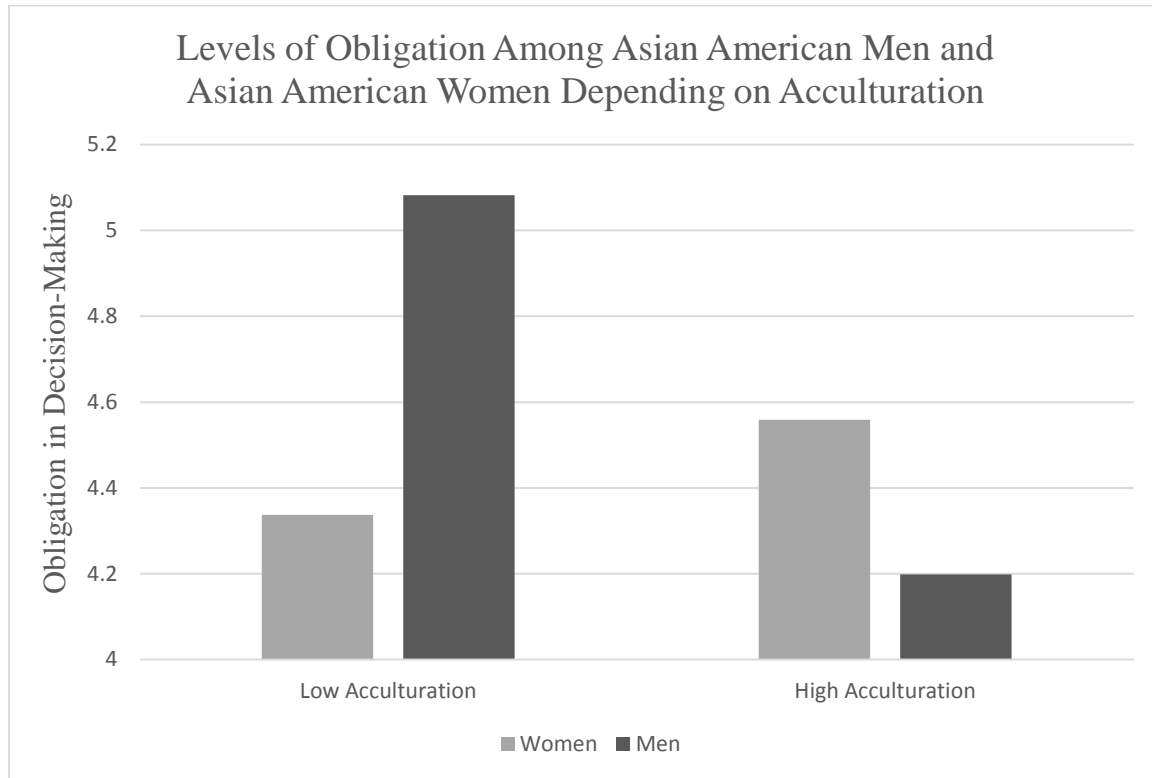
Note. N=421 (136 Asian Americans, 285 European Americans). Instrumental Support was associated with increased perceptions of feeling supported, although this relationship was less true for Asian Americans than European Americans in Study 1.

Figure 2. Levels of Obligation Among European American Men and Women and Asian American Men and Women.



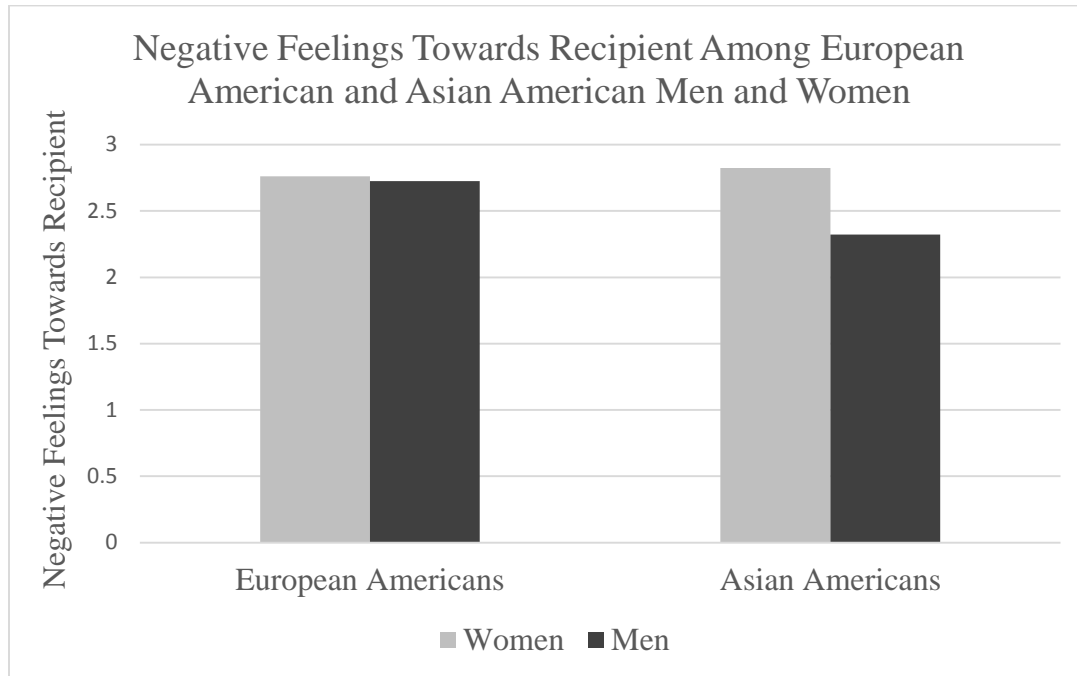
Note. N=319 (122 Asian Americans, 198 European Americans)

Figure 3. Levels of Obligation Among Asian American Men and Women Depending on Levels of Acculturation.



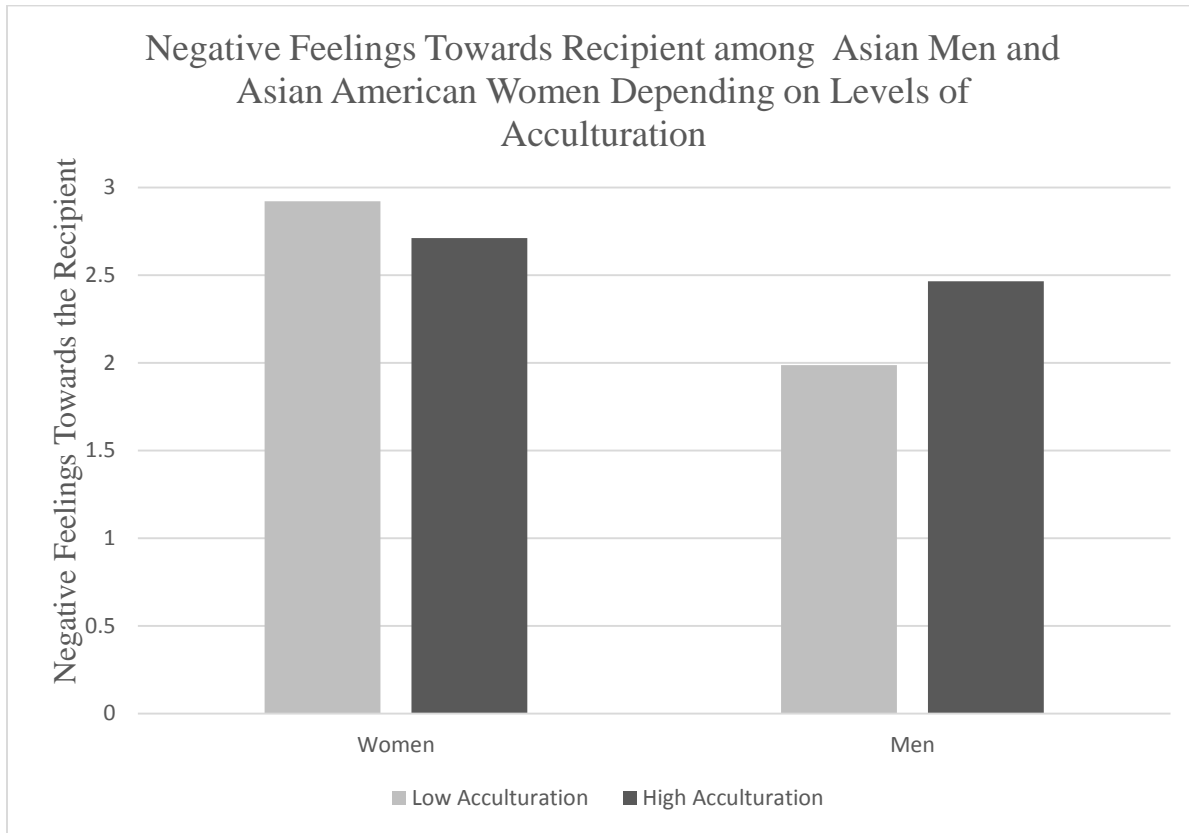
Note. N=122 (82 Asian American women, 40 Asian American men).

Figure 4. Levels Negative Feelings Towards the Recipient Among European American Men and Women and Asian American Men and Women.



Note. N=319 (122 Asian Americans, 198 European Americans)

Figure 5. Levels of Negative Feelings Towards the Participant Among Asian American Men and Women Depending on Levels of Acculturation.



Note. N=122 (82 Asian American women, 40 Asian American men).

Appendix A- Study 1 Measures

Screening Questions

- 1) Are you at least 18 years old?
 - a) Yes
 - b) No

*If answer is no to this screening question, participants will be directed to the end of survey because they do not qualify.

Demographics Questions

1) Age:

Years old: _____

2) What is your gender?

a) Male

b) Female

3) Please fill in your participant ID. Your participant id will consist of the last 4 digits of your primary telephone number and the first 2 letters of you MOTHER'S FIRST NAME (i.e., 1234MA)

4) Ethnic Background:

a) Hispanic/Latino

b) Non-hispanic

5) Racial Background:

a) White/Caucasian

b) Native American/American Indian

c) Black/African American

d) Asian

e) Native Hawaiian/Pacific Islander

f) Multi-Ethnic (please specify) _____

g) Other (please specify) _____

6) Were you born in the U.S.?

- a) Yes
- b) No

7) If you answered no, you were not born in the U.S., please indicate which country you were born _____

8) What is your year in school?

- a) 1st year
- b) 2nd year
- c) 3rd year
- d) 4th year
- e) 5th year
- f) 6th year
- g) 7th year
- h) more

9) Class Standing:

- a) Freshman
- b) Sophomore
- c) Junior
- d) Senior

10) Student Status:

- a) Part-Time (1-11 credits)
- b) Full-Time (12+ credits)

11) Most recent Semester's GPA (Write N/A if this does not apply to you)

12) Where are you living this semester?

- a) Residence Halls/ Dorm Room
- b) Fraternity/Sorority House
- c) Off-Campus Housing/Apartment
- d) With Parents

13) Are you currently a Fraternity or Sorority Member?

- a) Yes
- b) No

14) Work Status:

- a) I do not work
- b) Working part-time
- c) Working full-time

15) Religious Affiliation:

- a) Christian
- b) Jewish
- c) Hindu
- d) Buddhist
- e) Muslim/Islam
- f) Agnostic
- g) Atheist
- h) Non-religious/secular
- i) Other (specify) _____

15) Christian Denomination:

- a) Not applicable
- b) Catholic
- c) Baptist
- d) Methodist
- e) Lutheran
- f) Presbyterian
- g) Episcopal
- h) Other (specify) _____

16) Relationship status:

- a) Single, not dating
- b) Single, casual dating
- c) Single, exclusively dating
- d) Engaged
- e) Married/Life Partner

Situations

***Please note the situations that are presented here include only one gender of one fictional provider. However, in actuality, there will be both male and female versions of each situation.**

Situation 1 (Recipient): Instructions: Please imagine that you are in the following situation.

You are having trouble in a particular class. The professor goes too fast for you to follow, calls on you to answer questions that you don't know the correct answers to, and does not provide you with feedback on how to improve on the homework assignments or tests. You struggle to understand the concepts and have received several bad grades on recent homework assignments. You are worried that you might perform poorly on the next exam which is coming up in a week. You do not know the other students in the class. Your friend has taken the class before from the same professor. You think she might have done well in the course because she is generally a good student.

(Implicit)

You run into your friend in the hallway immediately following the class. You hint that you are stressed about the class your tone of voice and your body posture. Although you do not directly discuss your problems with the class with her, you hope that she will try to talk with you about it.

(Emotional support)

Your friend knows you are worried about the class and shares with you that she did not like the professor's teaching style or the class. She encourages you to talk about your problems in the class and listens intently to you.

(Explicit)

You run into your friend in the hallway immediately following the class. Because she has also taken the same class from the same professor, you decide that she can sympathize and directly ask her if she can talk to you about it.

(Emotional support)

Your friend knows you are worried about the class and shares with you that she did not like the professor's teaching style or the class. She encourages you to talk about your problems in the class and listens intently to you.

(Implicit)

You run into your friend in the hallway immediately following the class. You hint that you are stressed about the class your tone of voice and your body posture. Although you do not directly discuss your problems with the class with her, you hope that she will try to talk with you about it.

(Instrumental support)

Your friend knows you are worried about the class and agrees to help you to study. She provides practical assistance by giving you strategies on how to master the topics that are difficult for you.

(Explicit)

You run into your friend in the hallway immediately following the class. Because she has also taken the same class from the same professor, you decide that she can sympathize and directly ask for her help with the class.

(Instrumental support)

Your friend knows you are worried about the class and agrees to help you to study. She provides practical assistance by giving you strategies on how to master the topics that are difficult for you.

Situation 2 (Recipient): Instructions: Please imagine that you are in the following situation.

You just found out your little brother has a rare form of kidney cancer. It may be treatable but you are not sure what you can do to help. Your brother's condition appears to be getting worse. You feel as if most of your friends do not understand because they have never experienced what it is like to have a family member with cancer. Your friend is taking prerequisite courses so she can apply to med school. She is also working part-time at a cancer center. Because she has worked there for years, she is familiar with the doctors in the cancer ward and their areas of expertise and has worked with many cancer patients before.

(Implicit)

You bump into your friend at the hospital cafeteria while waiting for your brother. You engage in casual conversation with her but allude to the fact that you are distressed about your brother. You hope that she will initiate a conversation about your brother's condition and also discuss her first-hand experiences with other kidney cancer patients.

(Emotional support)

Your friend knows you are concerned about your brother and she seems sympathetic. She chats with you about your brother's condition and emotionally reassures you by telling you about her first-hand experiences in working with patients who had the same type of cancer, who are now in remission.

(Explicit)

You bump into your friend at the hospital cafeteria while waiting for your brother. You feel that she might understand your situation. You directly ask her if you might be able to talk about your brother's condition with her and if she is willing to share her experiences in working with other patients who have been afflicted with a similar form of cancer.

(Emotional support)

Your friend knows you are concerned about your brother and she seems sympathetic. She chats with you about your brother's condition and emotionally reassures you by telling you about her first-hand experiences in working with patients who had the same type of cancer, who are now in remission.

(Implicit)

You bump into your friend at the hospital cafeteria while waiting for your brother. You engage in casual conversation with her but allude to the fact that you are distressed about your brother. You hope that she will initiate a conversation about your brother's condition and also discuss her first-hand experiences with other kidney cancer patients.

(Instrumental support)

Your friend knows you are concerned for your brother. She provides pragmatic tips on what your brother can do in order to increase his odds of beating the cancer. She also volunteers to help your brother to get an appointment with a highly regarded specialist who normally has a long wait-list to see him.

(Explicit)

You bump into your friend at the hospital cafeteria while waiting for your brother. You feel that she might understand your situation. You directly ask her if you might be able to talk about your brother's condition with her and if she is willing to share her experiences in working with other patients who have been afflicted with a similar form of cancer.

(Instrumental support)

Your friend knows you are concerned for your brother. She provides pragmatic tips on what your brother can do in order to increase his odds of beating the cancer. She also volunteers to help your brother to get an appointment with a highly regarded specialist who normally has a long wait-list to see him.

Situation 3 (Recipient): Instructions: Please imagine that you are in the following situation. You just were promoted to a new position at work. You have worked long and hard for years at your current company in order to obtain this promotion. Thus, you want to prove to your new boss that you are the right person for the job. However, your new position requires that you deal with many difficult and demanding customers. In addition, you must perform a variety of tasks that you have never done before and are not entirely confident in carrying out. Your friend was in the same position for several years before he was promoted to his current position.

(Implicit)

You see your friend coming down the corridor. You talk about the weather, but you try to convey to your friend that you are struggling in your new position through your demeanor. You hope he will ask you about how your job is going in order for you to share the difficulties you have been having with him.

(Emotional support)

Your friend senses that you are uneasy in your new job. He lifts your spirits by telling you how much more qualified for the job you are than he was initially. He also tries to cheer you up by telling you a funny story about how he nearly lost one of the challenging clients you have also been having difficulty with his first month in your position.

(Explicit)

You see your friend coming down the corridor. After talking to him briefly about the weather and about other current news events, you decide to ask him if you can talk to him one-on-one sometime about the problems you have been encountering on the job.

(Emotional support)

Your friend senses that you are uneasy in your new job. He lifts your spirits by telling you how much more qualified for the job you are than he was initially. He also tries to cheer you up by telling you a funny story about how he nearly lost one of the challenging clients you have also been having difficulty with his first month in your position.

(Implicit)

You see your friend coming down the corridor. You talk about the weather, but you try to convey to your friend that you are struggling in your new position through your demeanor. You hope he will talk to you about your job struggles during the course of the conversation.

(Instrumental support)

Your friend senses that you are uneasy in your new job. He suggests a series of lunch meetings. During these meetings, he goes over short cuts that he has learned over the years to save you time on tedious and lengthy tasks and he also discusses useful strategies you can use to help you in dealing with specific, challenging clients.

(Explicit)

You see your friend coming down the corridor. After talking to him briefly about the weather, you decide to expressly ask him if you can speak to him about your problems on the job.

(Instrumental support)

Your friend senses that you are uneasy in your new job. He suggests a series of lunch meetings. During these meetings, he goes over short cuts that he has learned over the years to save you time on tedious and lengthy tasks and he also discusses useful strategies you can use to help you in dealing with specific, challenging clients.

Situation 4 (Recipient): Instructions: Please imagine that you are in the following situation.

You just put down your first month's rent and a deposit on a new apartment. In addition, it is the start of the semester so you just had to pay for tuition and books. Your car also just broke down and the mechanic estimates that it will cost \$2000 or more to repair. Your bills are mounting so you have spent many sleepless nights worrying about your finances. You realize that do not have enough saved up should other unexpected financial expenses arise, and you don't want to ask your parents for money because they may lecture you about it. You have a friend who is studying accounting who makes about the same amount of money as you but is responsible in how he divvies up and spends his money.

(Implicit)

You bump into your friend on campus. You indirectly hint to him that you might be facing financial difficulties although you don't go into great detail. You are optimistic that he might bring it up in conversation so you can discuss your finances with him.

(Emotional support)

Your friend seems to sense you are stressed over your finances and lends a sympathetic ear. He provides you with encouragement that things will turn around. He also tries to alleviate your anxiety by sharing that he was nearly broke his first year of college.

(Explicit)

You bump into your friend on campus. After catching up with one another, you decide to tell him that you are worried about the current state of your finances and ask him if he has the time and is willing to talk to you about it.

(Emotional support)

Your friend seems to sense you are stressed over your finances and lends a sympathetic ear. He provides you with encouragement that things will turn around. He also tries to alleviate your anxiety by sharing that he was nearly broke his first year of college.

(Implicit)

You bump into your friend on campus. You indirectly hint to him that you might be facing financial difficulties although you don't go into great detail. You are optimistic that he might bring it up in conversation so you can discuss your finances with him.

(Instrumental support)

Your friend knows you are in distress over your finances. He offers to sit down with you and go over all of your current expenses in order to cut out unnecessary expenses. He also volunteers to create an efficient and feasible spreadsheet and filing system for all of your receipts so that you can keep track of your money.

(Explicit)

You bump into your friend on campus. After catching up with one another, you decide to tell him that you are worried about the current state of your finances and ask him if he has the time and is willing to talk to you about it.

(Instrumental support)

Your friend knows you are in distress over your finances. He offers to sit down with you and go over all of your current expenses in order to cut out unnecessary expenses. He also volunteers to create an efficient and feasible spreadsheet and filing system for all of your receipts so that you can keep track of your money.

Situation 5 (Recipient): Instructions: Please imagine that you are in the following situation.

You have decided to double major in another subject that interests you. However, in order to do so and also graduate on time, you have to take the maximum amount of credits each semester from now until graduation. In addition, you are working full time in order to pay for your tuition. You feel overwhelmed by the demands of working, going to school, and trying to have a social life. You are not the best at managing your time and this contributes to your mounting anxiety over how to balance everything in your life. In addition, you are not good at prioritizing what needs to be done first. You have a friend who is also a double major and works full time but she seems more effective at organizing her time than you.

(Implicit)

You see your friend at a campus coffee shop and begin a conversation with her. You imply that you are struggling to balance everything. You hope she will be able to read between the lines and encourage you to discuss your problems with her.

(Emotional support)

Your friend knows you are troubled by your inability to effectively manage and prioritize what needs to be done. She patiently listens to you and tells you that she can relate to how you feel. She also discloses she often feels overwhelmed too.

(Explicit)

You see your friend at a campus coffee shop and begin a conversation with her. After chatting for a few minutes, you decide to tell her about your concerns that you won't have enough time to finish everything and you ask her for her advice.

(Emotional support)

Your friend knows you are troubled by your inability to effectively manage and prioritize what needs to be done. She patiently listens to you and tells you that she can relate to how you feel. She also discloses she often feels overwhelmed too.

(Implicit)

You see your friend at a campus coffee shop and begin a conversation with her. You imply that you are struggling to balance everything. You hope she will be able to read between the lines and encourage you to discuss your problems with her.

(Instrumental support)

Your friend knows you are troubled by your inability to effectively manage and prioritize what needs to be done. She offers to sit down with you and create blocks of time in your schedule that you will dedicate solely to specific tasks so that you can accomplish your goals.

(Explicit)

You see your friend at a campus coffee shop and begin a conversation with her. After chatting for a few minutes, you decide to tell her about your concerns that you won't have enough time to finish everything and you ask her for her advice.

(Instrumental support)

Your friend seems to sense you are troubled by your inability to effectively manage and prioritize what needs to be done. She offers to sit down with you and create blocks of time in your schedule that you will dedicate solely to specific tasks so that you can accomplish your goals.

Situation 6 (Recipient): Instructions: Please imagine that you are in the following situation.

It is your first year of college and you are living on campus in a dorm room the size of a small studio that you must share with a roommate. The school has matched you up with someone with whom you are totally incompatible. Your roommate is extremely messy, whereas you are generally neat. Moreover, your roommate borrows your things without asking and insists on bringing friends that you don't like back to your dorm room. You have a friend who has worked in the campus housing department for several years as part of her work study.

(Implicit)

You meet your friend for dinner. You subtly indicate to her that you are unhappy with your roommate situation. You hope she will be to pick up on your roommate problems and ask you if you want to talk about them.

(Emotional support)

Your friend is aware that your patience for your roommate is running thin. She acknowledges your unhappiness about the situation. She also shares with you a past horrible experience with a roommate who regularly ran up the electric bill because the roommate insisted on running the AC on all day and night.

(Explicit)

You meet your friend for dinner. After your meals arrive, you ask her if it she would mind if you vent to her your frustrations regarding your roommate.

(Emotional support)

Your friend is aware that your patience for your roommate is running thin. She acknowledges your unhappiness about the situation. She also shares with you a past horrible experience with a roommate who regularly ran up the electric bill because the roommate insisted on running the AC on all day and night.

(Implicit)

You meet your friend for dinner. You subtly indicate to her that you are unhappy with your roommate situation. You hope she will be to pick up on your roommate problems and ask you if you want to talk about them.

(Instrumental support)

Your friend is aware that your patience for your roommate is running thin. She volunteers to take a look in the campus housing system to see if you might be able to be transferred to another living situation. She also tells you she will help you move if you need her to.

(Explicit)

You meet your friend for dinner. After your meals arrive, you ask her if it she would mind if you vent to her your frustrations regarding your roommate.

(Instrumental support)

Your friend is aware that your patience for your roommate is running thin. She volunteers to take a look in the campus housing system to see if you might be able to be transferred to another living situation. She also tells you she will help you move if you need her to.

Situation 7 (Recipient): Instructions: Please imagine that you are in the following situation.

It is the beginning of your sophomore year of college. Your freshman year of college you gained 15 pounds due to eating primarily fast food on campus and stress eating late at night. Although you have tried to improve your eating habits and tried to exercise more regularly over the past couple of months, you have not been to lose any of the weight that you gained and in fact, you have gained weight. This causes a vicious cycle whereby you eat in order to alleviate your stress but you become increasingly depressed over gaining even more weight, which in turn causes you to eat more. Your friend, who is in great shape, has been studying nutrition science and wants to be a dietitian.

(Implicit)

Your friend regularly attends the same group fitness class as you. After class you discreetly express to him that you are distraught over your weight gain. You hope he will notice that you are concerned about your weight and urge you to talk about it.

(Emotional support)

Your friend is aware that you are disheartened over your weight gain. He listens to your problems and shares with you that he was chubby most of his life up until recently and still struggles over his own body image.

(Explicit)

Your friend regularly attends the same group fitness class as you. After class you ask him if you can talk to him about your frustrations over not being able to lose the weight.

(Emotional support)

Your friend is aware that you are disheartened over your weight gain. He listens to your problems and shares with you that he was chubby most of his life up until recently and still struggles over his own body image.

(Implicit)

Your friend regularly attends the same group fitness class as you. After class, you discreetly express to him that you are distraught over your weight gain. You hope he will notice that you are concerned about your weight and urge you to talk about it.

(Instrumental support)

Your friend is aware that you are disheartened over your weight gain. He suggests that you write down everything you eat over the next week in order so that he can understand your eating habits and suggest healthy alternatives. He also recommends specific work outs that you can do to boost your metabolism.

(Explicit)

Your friend regularly attends the same group fitness class as you. After class you ask him if you can talk to him about your frustrations over not being able to lose the weight.

(Instrumental support)

Your friend is aware that you are disheartened over your weight gain. He suggests that you write down everything you eat over the next week in order so that he can understand your eating habits and suggest healthy alternatives. He also recommends specific work outs that you can do to boost your metabolism.

Situation 8 (Recipient): Instructions: Please imagine that you are in the following situation.

It is your freshman year of college. It is the first time you have lived far away from your family and friends. Even though you sometimes chat on the phone, you long to hang out with your good friends back home and miss seeing your family on a regular basis. In order to save money, you live in an apartment that is about half an hour away from campus. You do not have many friends and are finding it difficult to make friends since you are often so busy studying. Because you live so far from campus, you often feel isolated and alone. You have a friend who is a junior who attends the same college. He is outgoing, funny, and makes friends easily.

(Implicit)

You see your friend at a social mixer on campus. You try to indirectly signal to him that you are having trouble making friends by talking about how hard it is in college to meet new people. You hope he will coax you into discussing it.

(Emotional support)

Your friend seems aware that it has been difficult for you to make new friends in college. He is attentive to what you are saying and shares with you that he was also painfully shy his freshman year of college.

(Explicit)

You see your friend at a social mixer on campus. You tell him you are having trouble making friends on campus, and you ask if you can talk to him about it.

(Emotional support)

Your friend seems aware that it has been difficult for you to make new friends in college. He is attentive to what you are saying and shares with you that he was also painfully shy his freshman year of college.

(Implicit)

You see your friend at a social mixer on campus. You try to indirectly signal to him that you are having trouble making friends by talking about how hard it is in college to meet new people. You hope he will coax you into discussing it.

(Instrumental support)

Your friend seems aware that it has been difficult for you to make new friends in college. He offers to introduce you to some people he thinks you would get along with and also suggests some organizations you can join.

(Explicit)

You see your friend at a social mixer on campus. You tell him you are having trouble making friends on campus, and you ask if you can talk to him about it.

(Instrumental support)

Your friend seems aware that it has been difficult for you to make new friends in college. He offers to introduce you to some people he thinks you would get along with and also suggests some organizations you can join.

Likelihood of Requesting Support

(Questions will follow each situation.)

Instructions: Please keep in mind the scenario that you just read when answering the following questions

1) How likely would it be for you to request help in the manner depicted in the scenario?

1	2	3	4	5	6	7
Not at all Likely			Somewhat Likely			Very Likely

2) How comfortable would you be in requesting help from your friend in the manner depicted in the scenario?

1	2	3	4	5	6	7
Not at all Comfortable			Moderately Comfortable			Very Comfortable

3) How willing would you be to request help from your friend in the manner that was depicted in the scenario?

1	2	3	4	5	6	7
Not at all willing			Moderately willing			Very willing

Likelihood of Accepting Support

(Questions will follow each situation.)

Instructions: Please keep in mind the scenario that you just read when answering the following questions

- 4) How likely is it that you would accept the type of help your friend offered you in the scenario?

1	2	3	4	5	6	7
Not at all Likely			Somewhat Likely			Very Likely

- 5) How comfortable would you be in accepting the type of help your friend offered you in the scenario?

1	2	3	4	5	6	7
Not at all comfortable			Moderately comfortable			Very comfortable

- 6) How willing would you be to accept the type of help your friend offered you in the scenario?

1	2	3	4	5	6	7
Not at all Willing			Moderately Willing			Very Willing

Perceptions of Feeling Supported

(Questions will follow each situation.)

- 7) Please rate the extent to which you found your friend's help in the scenario to be supportive.

1	2	3	4	5	6	7
Not at all Supportive			Moderately Supportive			Very Supportive

- 8) Please rate the extent to which you found your friend's assistance in the scenario to be helpful.

1	2	3	4	5	6	7
Not at all Helpful			Moderately Helpful			Very Helpful

- 9) Please rate the extent to which you found your friend's help in the scenario to be caring.

1	2	3	4	5	6	7
Not at all Caring			Moderately Caring			Very Caring

- 10) Please rate the extent to which you found your friend's help in the scenario to be comforting.

1	2	3	4	5	6	7
Not at all Comforting			Moderately Comforting			Very Comforting

Suinn-Lew Asian Self-Identity Acculturation Scale (SL-ASIA)

***To participants who select “Asian” in Racial background question of the demographics.**

INSTRUCTIONS: The questions which follow are for the purpose of collecting information about your historical background as well as more recent behaviors which may be related to your cultural identity. Choose the one answer which best describes you.

- 1) What language can you speak?
 1. Asian only (for example, Chinese, Japanese, Korean, Vietnamese, etc.)
 2. Mostly Asian, some English
 3. Asian and English about equally well (bilingual)
 4. Mostly English, some Asian
 5. Only English

- 2) What language do you prefer?
 1. Asian only (for example, Chinese, Japanese, Korean, Vietnamese, etc.)
 2. Mostly Asian, some English
 3. Asian and English about equally well (bilingual)
 4. Mostly English, some Asian
 5. Only English

- 3) How do you identify yourself?
 1. Oriental
 2. Asian
 3. Asian-American
 4. Chinese-American, Japanese-American, Korean-American, etc.
 5. American

- 4) Which identification does (did) your mother use?
 1. Oriental
 2. Asian
 3. Asian-American
 4. Chinese-American, Japanese-American, Korean-American, etc.
 5. American

- 5) Which identification does (did) your father use?
1. Oriental
 2. Asian
 3. Asian-American
 4. Chinese-American, Japanese-American, Korean-American, etc.
 5. American
- 6) What was the ethnic origin of the friends and peers you had, as a child up to age 6?
1. Almost exclusively Asians, Asian-Americans, Orientals
 2. Mostly Asians, Asian-Americans, Orientals
 3. About equally Asian groups and Anglo groups
 4. Mostly Anglos, Blacks, Hispanics, or other non-Asian ethnic groups
 5. Almost exclusively Anglos, Blacks, Hispanics, or other non-Asian ethnic groups
- 7) What was the ethnic origin of the friends and peers you had, as a child from 6 to 18?
1. Almost exclusively Asians, Asian-Americans, Orientals
 2. Mostly Asians, Asian-Americans, Orientals
 3. About equally Asian groups and Anglo groups
 4. Mostly Anglos, Blacks, Hispanics, or other non-Asian ethnic groups
 5. Almost exclusively Anglos, Blacks, Hispanics, or other non-Asian ethnic groups
- 8) Whom do you now associate with in the community?
1. Almost exclusively Asians, Asian-Americans, Orientals
 2. Mostly Asians, Asian-Americans, Orientals
 3. About equally Asian groups and Anglo groups
 4. Mostly Anglos, Blacks, Hispanics, or other non-Asian ethnic groups
 5. Almost exclusively Anglos, Blacks, Hispanics, or other non-Asian ethnic groups
- 9) If you could pick, whom would you prefer to associate with in the community?
1. Almost exclusively Asians, Asian-Americans, Orientals
 2. Mostly Asians, Asian-Americans, Orientals
 3. About equally Asian groups and Anglo groups
 4. Mostly Anglos, Blacks, Hispanics, or other non-Asian ethnic groups
 5. Almost exclusively Anglos, Blacks, Hispanics, or other non-Asian ethnic groups

- 10) What is your music preference?
1. Only Asian music (for example, Chinese, Japanese, Korean, Vietnamese, etc.)
 2. Mostly Asian
 3. Equally Asian and English
 4. Mostly English
 5. English only
- 11) What is your movie preference?
1. Asian-language movies only
 2. Asian-language movies mostly
 3. Equally Asian/English English-language movies
 4. Mostly English-language movies only
 5. English-language movies only
- 12) What generation are you? (circle the generation that best applies to you:)
1. 1st Generation = I was born in Asia or country other than U.S.
 2. 2nd Generation = I was born in U.S., either parent was born in Asia or country other than U.S.
 3. 3rd Generation = I was born in U.S., both parents were born in U.S, and all grandparents born in Asia or country other than U.S.
 4. 4th Generation = I was born in U.S., both parents were born in U.S, and at least one grandparent born in Asia or country other than U.S. and one grandparent born in U.S.
 5. 5th Generation = I was born in U.S., both parents were born in U.S., and all grandparents also born in U.S.
 6. Don't know what generation best fits since I lack some information.
- 13) Where were you raised?
1. In Asia only
 2. Mostly in Asia, some in U.S.
 3. Equally in Asia and U.S.
 4. Mostly in U.S., some in Asia
 5. In U.S. only
- 14) What contact have you had with Asia?
1. Raised one year or more in Asia
 2. Lived for less than one year in Asia
 3. Occasional visits to Asia
 4. Occasional communications (letters, phone calls, etc.) with people in Asia
 5. No exposure or communications with people in Asia

- 15) What is your food preference at home?
1. Exclusively Asian food
 2. Mostly Asian food, some American
 3. About equally Asian and American
 4. Mostly American food
 5. Exclusively American food
- 16) What is your food preference in restaurants?
1. Exclusively Asian food
 2. Mostly Asian food, some American
 3. About equally Asian and American
 4. Mostly American food
 5. Exclusively American food
- 17) Do you
1. Read only an Asian language?
 2. Read an Asian language better than English?
 3. Read both Asian and English equally well?
 4. Read English better than an Asian language?
 5. Read only English?
- 18) Do you
1. Write only an Asian language?
 2. Write an Asian language better than English?
 3. Write both Asian and English equally well?
 4. Write English better than an Asian language?
 5. Write only English?
- 19) If you consider yourself a member of the Asian group (Oriental, Asian, Asian-American, Chinese-American, etc., whatever term you prefer), how much pride do you have in this group?
1. Extremely proud
 2. Moderately proud
 3. Little pride
 4. No pride but do not feel negative toward group
 5. No pride but do feel negative toward group

20) How would you rate yourself?

1. Very Asian
2. Mostly Asian
3. Bicultural
4. Mostly Westernized
5. Very Westernized

21) Do you participate in Asian occasions, holidays, traditions, etc.?

1. Nearly all
2. Most of them
3. Some of them
4. A few of them
5. None at all

22) Rate yourself on how much you believe in Asian values (e.g., about marriage, families, education, work):

1	2	3	4	5
(do not believe)				(strongly believe in Asian values)

23) Rate your self on how much you believe in American (Western) values:

1	2	3	4	5
(do not believe)				(strongly believe in Asian values)

24) Rate yourself on how well you fit when with other Asians of the same ethnicity:

1	2	3	4	5
(do not fit)				(fit very well)

25) Rate yourself on how well you fit when with other Americans who are non-Asian (Westerners):

1	2	3	4	5
(do not fit)				(fit very well)

- 26) There are many different ways in which people think of themselves. Which ONE of the following most closely describes how you view yourself?
1. I consider myself basically an Asian person (e.g., Chinese, Japanese, Korean, Vietnamese, etc.). Even though I live and work in America, I still view myself basically as an Asian person.
 2. I consider myself basically as an American. Even though I have an Asian background and characteristics, I still view myself basically as an American.
 3. I consider myself as an Asian-American, although deep down I always know I am an Asian.
 4. I consider myself as an Asian-American, although deep down, I view myself as an American first.
 5. I consider myself as an Asian-American. I have both Asian and American characteristics, and I view myself as a blend of both.

Vancouver Index of Acculturation (VIA)

***To be seen by individuals who answer: Native American/American Indian, Black/African American, Asian, Native Hawaiian/Pacific Islander, Multi-Ethnic or Other to the racial background question.**

Please circle *one* of the numbers to the right of each question to indicate your degree of agreement or disagreement.

Many of these questions will refer to your *heritage culture*, meaning the original culture of your family (other than American). It may be the culture of your birth, the culture in which you have been raised, or any culture in your family background. If there are several, pick the one that has influenced you *most* (e.g. Irish, Chinese, Mexican, African). If you do not feel that you have been influenced by any other culture, please name a culture that influenced previous generations of your family. Your heritage culture (other than American) is: _____

Disagree

Agree

1. I often participate in my *heritage* cultural traditions.

1 2 3 4 5 6 7 8 9

2. I often participate in mainstream American cultural traditions.

1 2 3 4 5 6 7 8 9

3. I would be willing to marry a person from my *heritage culture*.

1 2 3 4 5 6 7 8 9

4. I would be willing to marry a white American person.

1 2 3 4 5 6 7 8 9

5. I enjoy social activities with people from the same *heritage culture* as myself.

1 2 3 4 5 6 7 8 9

6. I enjoy social activities with typical American people.

1 2 3 4 5 6 7 8 9

7. I am comfortable interacting with people of the same *heritage culture* as myself.

1 2 3 4 5 6 7 8 9

8. I am comfortable interacting with typical American people.

1 2 3 4 5 6 7 8 9

9. I enjoy entertainment (e.g. movies, music) from my *heritage culture*.

1 2 3 4 5 6 7 8 9

10. I enjoy American entertainment (e.g. movies, music).

1 2 3 4 5 6 7 8 9

11. I often behave in ways that are typical of my *heritage culture*.

1 2 3 4 5 6 7 8 9

12. I often behave in ways that are typically American.

1 2 3 4 5 6 7 8 9

13. It is important for me to maintain or develop the practices of my *heritage culture*. 1 2

3 4 5 6 7 8 9

14. It is important for me to maintain or develop American cultural practices.

1 2 3 4 5 6 7 8 9

15. I believe in the values of my *heritage culture*.

1 2 3 4 5 6 7 8 9

16. I believe in mainstream American values.

1 2 3 4 5 6 7 8 9

17. I enjoy the jokes and humor of my *heritage culture*.

1 2 3 4 5 6 7 8 9

18. I enjoy white American jokes and humor.

1 2 3 4 5 6 7 8 9

19. I am interested in having friends from my *heritage culture*.

1 2 3 4 5 6 7 8 9

20. I am interested in having white American friends.

1 2 3 4 5 6 7 8 9

Racial Identity Measure

1. Parental Identification

A. What is the ethnic/racial background of your biological **mother**? (Check all that apply).

- (1) White
- (2) Black, African American
- (3) Hispanic/Latina
- (4) American Indian
- (5) Alaska Native
- (6) Native Hawaiian
- (7) Pacific Islander
- (8) Asian
- (9) Some other race
- (10) Don't know

B. What is the ethnic/racial background of your biological **father**? (Check all that apply).

- (1) White
- (2) Black, African American
- (3) Hispanic/Latino
- (4) American Indian
- (5) Alaska Native
- (6) Native Hawaiian
- (7) Pacific Islander
- (8) Asian
- (9) Some other race
- (10) Don't know

**PLEASE NOTE THAT THE FOLLOWING QUESTIONS CONCERNING THE
DETAILS OF RACIAL/ETHNIC BACKGROUND OF THEIR MOTHER, FATHER,**

AND THEMSELVES WILL ONLY BE ANSWERED IF PARTICIPANTS SELECT THE CORRESPONDING ANSWER CHOICES ABOVE (E.G., PARTICIPANTS WILL BE SHOWN QUESTIONS RELATED TO WHITE ETHNIC/RACIAL BACKGROUND IF THEY SELECTED “WHITE” WHEN ANSWERING QUESTIONS ABOUT THEIR MOTHER, FATHER, OR THEMSELVES).

Please specify any details you know of your mother's ethnic/racial background pertaining to her

White heritage (e.g., **European** - British, Irish, French, German; **Middle Eastern** - Turkish, Iranian, Israeli, Syrian; or **North African** - Libyan, Egyptian, Sudanese). _____

Please specify any details you know of your mother's ethnic/racial background pertaining to her

Black, African American heritage (e.g., Nigerian, South African, African American).

Please specify any details you know of your mother's ethnic/racial background pertaining to her

Hispanic/Latino heritage (e.g., Cuban, Puerto Rican, South American, Mexican).

Please specify any details you know of your mother's ethnic/racial background pertaining to her

American Indian heritage (e.g., Apache, Cherokee, Hopi). _____

Please specify any details you know of your mother's ethnic/racial background pertaining to her

Alaska Native heritage (e.g., Inuit, Ahtna, Eyak). _____

Please specify any details you know of your mother's ethnic/racial background pertaining to her

Native Hawaiian. _____

Please specify any details you know of your mother's ethnic/racial background pertaining to her

Pacific Islander heritage (e.g., Samoans, Tahitians, Fijians). _____

Please specify any details you know of your mother's ethnic/racial background pertaining to her Asian heritage (e.g., Cambodian, Chinese, Indian, Pakistani, Filipino, Vietnamese, Malaysian, Korean, Japanese). _____

Please specify any details you know of your mother's ethnic/racial background if you selected some other race. _____

What percentage is your mother White?

What percentage is your mother Black, African American?

What percentage is your mother Hispanic/Latino?

What percentage is your mother American Indian?

What percentage is your mother Alaska Native?

What percentage is your mother Native Hawaiian?

What percentage is your mother Pacific Islander?

What percentage is your mother Asian?

What percentage is your mother *some other race*?

Please specify any details you know of your father's ethnic/racial background pertaining to his White heritage (e.g., **European** - British, Irish, French, German; **Middle Eastern** - Turkish, Iranian, Israeli, Syrian; or **North African** - Libyan, Egyptian, Sudanese). _____

Please specify any details you know of your father's ethnic/racial background pertaining to his Black, African American heritage (e.g., Nigerian, South African, African American).

Please specify any details you know of your father's ethnic/racial background pertaining to his Hispanic/Latino heritage (e.g., Cuban, Puerto Rican, South American, Mexican).

Please specify any details you know of your father's ethnic/racial background pertaining to his American Indian heritage (e.g., Apache, Cherokee, Hopi). _____

Please specify any details you know of your father's ethnic/racial background pertaining to his Alaska Native heritage (e.g., Inuit, Ahtna, Eyak). _____

Please specify any details you know of your father's ethnic/racial background pertaining to his Native Hawaiian. _____

Please specify any details you know of your father's ethnic/racial background pertaining to his Pacific Islander heritage (e.g., Samoans, Tahitians, Fijians). _____

Please specify any details you know of your father's ethnic/racial background pertaining to his Asian heritage (e.g., Cambodian, Chinese, Indian, Pakistani, Filipino, Vietnamese, Malaysian, Korean, Japanese). _____

Please specify any details you know of your father's ethnic/racial background if you selected some other race. _____

What percentage is your father White?

What percentage is your father Black, African American?

What percentage is your father Hispanic/Latino?

What percentage is your father American Indian?

What percentage is your father Alaska Native?

What percentage is your father Native Hawaiian?

What percentage is your father Pacific Islander?

What percentage is your father Asian?

What percentage is your father some other race?

What is your ethnicity/race? (Please select all that apply).

- (1) White
- (2) Black, African American
- (3) Hispanic/Latina
- (4) American Indian
- (5) Alaska Native
- (6) Native Hawaiian
- (7) Pacific Islander
- (8) Asian
- (9) Some other race
- (10) Don't know

Please specify any details you know of your ethnic/racial background pertaining to your White heritage (e.g., **European** - British, Irish, French, German; **Middle Eastern** - Turkish, Iranian, Israeli, Syrian; or **North African** - Libyan, Egyptian, Sudanese). _____

Please specify any details you know of your ethnic/racial background pertaining to your Black, African American heritage (e.g., Nigerian, South African, African American). _____

Please specify any details you know of your ethnic/racial background pertaining to your Hispanic/Latino heritage (e.g., Cuban, Puerto Rican, South American, Mexican). _____

Please specify any details you know of your ethnic/racial background pertaining to your American Indian heritage (e.g., Apache, Cherokee, Hopi). _____

Please specify any details you know of your ethnic/racial background pertaining to your Alaska Native heritage (e.g., Inuit, Ahtna, Eyak). _____

Please specify any details you know of your ethnic/racial background pertaining to your Native Hawaiian. _____

Please specify any details you know of your ethnic/racial background pertaining to your Pacific Islander heritage (e.g., Samoans, Tahitians, Fijians). _____

Please specify any details you know of your ethnic/racial background pertaining to your Asian heritage (e.g., Cambodian, Chinese, Indian, Pakistani, Filipino, Vietnamese, Malaysian, Korean, Japanese). _____

Please specify any details you know of your ethnic/racial background if you selected some other race. _____

Please select one major ethnic/racial group that best describes you. (multiracial participants only)

(1) Asian

(2) White

Five racial identities (multiracial participants only)

Instructions: Please read the follow descriptions of racial identities individuals may have. Rate your level of identification with each identity, from “not at all” to “some”, and “very much”.

How much do you identify with each of the following identity? (must select White and some other race/ethnicity)

1) Some people mainly identify themselves as being a member of one racial/ethnic group. For some, this identifying racially as being **White**. For this racial identity, people think of themselves as White most or all of the time, although occasionally think of themselves as another racial identity.

(0) Not at all

(1) 1

(2) 2

(3) Some

(4) 4

(5) 5

(6) Very Much

How much do you identify with each of the following identity (must select Asian and some other race/ethnicity)?

2) Some people mainly identify themselves as being a member of one racial/ethnic group. For some, this identifying racially as being Asian. For this racial identity, people think of

themselves as **Asian** most or all of the time, although occasionally think of themselves as another racial identity.

(0) Not at all

(1) 1

(2) 2

(3) Some

(4) 4

(5) 5

(6) Very Much

How much do you identify with each of the following identity (must select Asian and White)?

3) Some people mainly identify themselves as being a member of one racial/ethnic group. For some, this identifying racially as being **both Asian and White**. For this racial identity, people think of themselves as **Asian and White** most or all of the time, although occasionally think of themselves as another racial identity.

(0) Not at all

(1) 1

(2) 2

(3) Some

(4) 4

(5) 5

(6) Very Much

How much do you identify with each of the following identity (must select more than one race/ethnicity)?

4) Some people mainly identify themselves as being a member of one racial/ethnic group. For some, this identifying racially as being “multiracial”. Other terms include “mixed”, “biracial”, “half”, “mixed heritage”, “hapa”, “hapa haole”. For this racial identity, people think of themselves most or all of the time with these terms rather than with specific racial/ethnic groups.

(0) Not at all

(1) 1

(2) 2

(3) Some

(4) 4

(5) 5

(6) Very Much

How much do you identify with each of the following identity (must select more than one race/ethnicity)

5) Some people mainly choose not to identify with racial/ethnic categories. For some, they choose not to answer questions about race/ethnic background, such as questions on official forms or from other people that ask about race. They choose not to answer questions about their race/ethnic background most or all of the time.

(0) Not at all

(1) 1

(2) 2

(3) Some

(4) 4

(5) 5

(6) Very Much

Self-Construct Scale (Singelis, 1994)

7-point ratings (1 = strongly disagree to 7 = strongly agree)

Interdependent Items:

1. I have respect for the authority figures with whom I interact.
2. It is important for me to maintain harmony without my group.
3. My happiness depends on the happiness of those around me.
4. I would offer my seat in a bus to my professor.
5. I respect people who are modest about themselves.
6. I will sacrifice my self-interest for the benefit of the group I am in.
7. I often have the feeling that my relationships with others are more important than my own accomplishments.
8. I should take into consideration my parents' advice when making education/career plans.
9. It is important to me to respect decisions made by the group.
10. I will stay in a group if they need me, even when I'm not happy with the group.
11. If my brother or sister fails, I feel responsible.
12. Even when I strongly disagree with group members, I avoid an argument.

Independent items:

1. I'd rather say "No" directly, than risk being misunderstood.
2. Speaking up during a class is not a problem for me.
3. Having a lively imagination is important to me.
4. I am comfortable with being singled out for praise or rewards.
5. I am the same person at home that I am at school.
6. Being able to take care of myself is a primary concern for me.
7. I act the same way no matter whom I am with.
8. I feel comfortable using someone's first name soon after I meet them, even when they are much older than I am.
9. I prefer to be direct and forthright when dealing with people I've just met.
10. I enjoy being unique and different from others in many respects.
11. My personal identity independent of others, is very important to me.
12. I value being in good health above everything.

Interpersonal Support Evaluation List

Instructions: This scale is made up of a list of statements each of which may or may not be true about you. For each statement circle “definitely true” if you are sure it is true about you and “probably true” if you think it is true but are not absolutely certain. Similarly, you should circle “definitely false” if you are sure that the statement is false and “probably false” if you think it is false but are not absolutely certain.

Use the following scale to make your ratings:

1	2	3	4
<i>Definitely false</i>	<i>Probably false</i>	<i>Probably true</i>	<i>Definitely true</i>

1. If I wanted to go on a trip for a day (for example, to the country or mountains), I would have a hard time finding someone to go with me. 1 2 3 4
2. I feel that there is no one I can share my most private worries and fears with. 1 2 3 4
3. If I were sick, I could easily find someone to help me with my daily chores. 1 2 3 4
4. There is someone I can turn to for advice about handling problems with my family. 1 2 3 4
5. If I decide one afternoon that I would like to go to a movie that evening, I could easily find someone to go with me. 1 2 3 4
6. When I need suggestions on how to deal with a personal problem, I know someone I can turn to. 1 2 3 4
7. I don't often get invited to do things with others. 1 2 3 4
8. If I had to go out of town for a few weeks, it would be difficult to find someone who would look after my house or apartment (plants, pets, garden, etc.). 1 2 3 4
9. If I wanted to have lunch with someone, I could easily find someone to join me. 1 2 3 4
10. If I was stranded 10 miles from home, there is someone I could call who could come and get me.

1 2 3 4

11. If a family crisis arose, it would be difficult to find someone who could give me good advice about how to handle it.

1 2 3 4

12. If I needed some help in moving to a new house or apartment, I would have a hard time finding someone to help me.

1 2 3 4

Ambivalence over Emotional Expression AEQ (1)

Read each item carefully and consider its overall meaning. CIRCLE the number that reflects how frequently you feel each statement. *A rating of 1 means that you never feel like the statement suggests, and 5 means that you frequently feel that way.* Each statement contains two thoughts and you are expected to give a high rating only if both thoughts apply to you.

		Never			Frequently
1.	I want to express my emotions honestly but I am afraid that it may cause me embarrassment or hurt.	(1)	(2)	(3)	(4) (5)
2.	I try to control my jealousy concerning my partner even though I want to let him or her know I'm hurting.	(1)	(2)	(3)	(4) (5)
3.	I make an effort to control my temper at all times even though I'd like to act on these feelings at times.	(1)	(2)	(3)	(4) (5)
4.	I try to avoid sulking even when I feel like it.	(1)	(2)	(3)	(4) (5)

5.	When I am really proud of something I accomplish, I want to tell someone, but I fear I will be thought of as conceited.	(1)	(2)	(3)	(4) (5)
6.	I would like to express my affection more physically but I am afraid others will get the wrong impression.	(1)	(2)	(3)	(4) (5)
7.	I try not to worry others even though sometimes they should know the truth.	(1)	(2)	(3)	(4) (5)
8.	Often I'd like to show others how I feel, but something seems to be holding me back	(1)	(2)	(3)	(4) (5)
9.	I strive to keep a smile on my face in order to convince others I am happier than I really am.	(1)	(2)	(3)	(4) (5)

10.	I try to keep my deepest fears and feelings hidden, but at times I'd like to open up to others.	(1)	(2)	(3)	(4)	(5)
11.	I'd like to talk about my problems with others, but at times I just can't.	(1)	(2)	(3)	(4)	(5)
12.	When someone bothers me, I try to appear indifferent even though I'd like to tell them how I feel.	(1)	(2)	(3)	(4)	(5)
13.	I try to refrain from getting angry at my parents even though I want to at times.	(1)	(2)	(3)	(4)	(5)
14.	I try to show people I love them, although at times I am afraid that it may make me appear weak or too sensitive.	(1)	(2)	(3)	(4)	(5)
15.	I try to apologize when I have done something wrong but I worry that I will be perceived as incompetent.	(1)	(2)	(3)	(4)	(5)

16.	I think about acting angry when I am angry but I try not to do so.	(1)	(2)	(3)	(4)	(5)
17.	Often I find that I am not able to tell others how much they really mean to me.	(1)	(2)	(3)	(4)	(5)
18.	I want to tell someone when I love them, but it is difficult to find the right words.	(1)	(2)	(3)	(4)	(5)
19.	I would like to express my disappointment when things don't go as well as planned, but I don't want to appear vulnerable.	(1)	(2)	(3)	(4)	(5)
20.	I can recall a time when I wish that I had told someone how much I really cared about them.	(1)	(2)	(3)	(4)	(5)
21.	I try to hide my negative feelings around others, even though I am not being fair to those close to me.	(1)	(2)	(3)	(4)	(5)
22.	I would like to be more spontaneous in my emotional	(1)	(2)	(3)	(4)	(5)

	reactions but I just can't seem to do it.					
23.	I worry that if I express negative emotions such as fear and anger, other people will not approve of me.	(1)	(2)	(3)	(4)	(5)
24.	I try to suppress my anger, but I would like other people to know how I feel.	(1)	(2)	(3)	(4)	(5)
25.	It is hard to find the right words to indicate to others what I am really feeling.	(1)	(2)	(3)	(4)	(5)
26.	I feel guilty after I have expressed anger to someone.	(1)	(2)	(3)	(4)	(5)
27.	I often cannot bring myself to express what I am really feeling.	(1)	(2)	(3)	(4)	(5)
28.	After I express anger at someone, it bothers me for a long time.	(1)	(2)	(3)	(4)	(5)

Berkeley Expressivity Questionnaire

For each statement below, please indicate your agreement or disagreement. Do so by filling in the blank in front of each item with the appropriate number from the following rating scale:

1-----2-----3-----4-----5-----6-----7

strongly disagree

neutral

strongly agree

____ 1. Whenever I feel positive emotions, people can easily see exactly
what I am feeling.

____ 2. I sometimes cry during sad movies.

____ 3. People often do not know what I am feeling.

____ 4. I laugh out loud when someone tells me a joke that I think is funny.

____ 5. It is difficult for me to hide my fear.

____ 6. When I'm happy, my feelings show.

____ 7. My body reacts very strongly to emotional situations.

____ 8. I've learned it is better to suppress my anger than to show it.

____ 9. No matter how nervous or upset I am, I tend to keep a calm exterior.

Big Five Inventory-44

Instructions: Here are a number of characteristics that may or may not apply to you. For example, do you agree that you are someone who *likes to spend time with others*? Please indicate to what extent you agree or disagree with the statement.

I See Myself as Someone Who...

	Disagree strongly				Agree strongly
1. Is talkative					
2. Tends to find fault with others					
3. Does a thorough job					
4. Is depressed, blue					
5. Is original, comes up with new ideas					

6. Is reserved					
7. Is helpful and unselfish with others					
8. Can be somewhat careless					
9. Is relaxed, handles stress well					
10. Is curious about many different things					
11. Is full of energy					
12. Starts quarrels with others					

13. Is a reliable worker					
14. Can be tense					
15. Is ingenious, a deep thinker					
16. Generates a lot of enthusiasm					
17. Has a forgiving nature					
18. Tends to be disorganized					
19. Worries a lot					

20. Has an active imagination					
21. Tends to be quiet					
22. Is generally trusting					
23. Tends to be lazy					
24. Is emotionally stable, not easily upset					
25. Is inventive					
26. Has an assertive personality					
27. Can be cold and aloof					

28. Perseveres until the task is finished					
29. Can be moody					
30. Values artistic, aesthetic experiences					
31. Is sometimes shy, inhibited					
32. Is considerate and kind to almost everyone					
33. Does things efficiently					

34. Remains calm in tense situations					
35. Prefers work that is routine					
36. Is outgoing, sociable					
37. Is sometimes rude to others					
38. Makes plans and follow through with them					
39. Gets nervous easily					
40. Likes to reflect, play with ideas					

41. Has few artistic interests					
42. Likes to cooperate with others					
43. Is easily distracted					
44. Is sophisticated in art, music, or literature					

Emotion Regulation Questionnaire (ERQ)

The Emotion Regulation Questionnaire is designed to assess individual differences in the habitual use of two emotion regulation strategies: cognitive reappraisal and expressive suppression.

Instructions and Items

We would like to ask you some questions about your emotional life, in particular, how you control (that is, regulate and manage) your emotions. The questions below involve two distinct aspects of your emotional life. One is your emotional experience, or what you feel like inside. The other is your emotional expression, or how you show your emotions in the way you talk, gesture, or behave. Although some of the following questions may seem similar to one another, they differ in important ways. For each item, please answer using the following scale:

1-----2-----3-----4-----5-----6-----7

strongly disagree

neutral

strongly agree

1. ____ When I want to feel more positive emotion (such as joy or amusement), I change what I'm thinking about.

2. ____ I keep my emotions to myself.

3. ____ When I want to feel less negative emotion (such as sadness or anger), I change what I'm thinking about.

4. ____ When I am feeling positive emotions, I am careful not to express them.

5. ____ When I'm faced with a stressful situation, I make myself think about it in a way that helps me stay calm.
6. ____ I control my emotions by not expressing them.
7. ____ When I want to feel more positive emotion, I change the way I'm thinking about the situation.
8. ____ I control my emotions by changing the way I think about the situation I'm in.
9. ____ When I am feeling negative emotions, I make sure not to express them.
10. ____ When I want to feel less negative emotion, I change the way I'm thinking about the situation.

Test of Self-Conscious Affect-3

INSTRUCTIONS: Below are situations that people are likely to encounter in day-to-day life, followed by several common reactions to those situations. As you read each scenario, try to imagine yourself in that situation. Then indicate how likely you would be to react in each of the ways described. We ask you to rate all responses because people may feel or react more than one way to the same situation, or they may react different ways at different times.

1. You make plans to meet a friend for lunch. At 5 o'clock, you realize you stood him up.

- | | |
|--|--|
| a) You would think: "I'm inconsiderate." | 1---2---3---4---5
not likely very likely |
| b) You would think: "Well, they'll understand." | 1---2---3---4---5
not likely very likely |
| c) You'd think you should make it up to him as soon as possible. | 1---2---3---4---5
not likely very likely |
| d) You would think: "My boss distracted me just before lunch." | 1---2---3---4---5
not likely very likely |

2. You break something at work and then hide it.

- | | |
|--|--|
| a) You would think: "This is making me anxious. I need to either fix it or get someone else to." | 1---2---3---4---5
not likely very likely |
| b) You would think about quitting. | 1---2---3---4---5
not likely very likely |
| c) You would think: "A lot of things aren't made very well these days." | 1---2---3---4---5
not likely very likely |
| d) You would think: "It was only an accident." | 1---2---3---4---5
not likely very likely |

3. You are out with friends one evening, and you're feeling especially witty and attractive. Your best friend's spouse seems to particularly enjoy your company.

- a) You would think: "I should have been aware of what my best friend is feeling." 1---2---3---4---5
not likely very likely
- b) You would feel happy with your appearance and personality. 1---2---3---4---5
not likely very likely
- c) You would feel pleased to have made such a good impression. 1---2---3---4---5
not likely very likely
- d) You would think your best friend should pay attention to his/her spouse. 1---2---3---4---5
not likely very likely
- e) You would probably avoid eye-contact for a long time. 1---2---3---4---5
not likely very likely

4. At work, you wait until the last minute to plan a project, and it turns out badly.

- a) You would feel incompetent. 1---2---3---4---5
not likely very likely
- b) You would think: "There are never enough hours in the day." 1---2---3---4---5
not likely very likely
- c) You would feel: "I deserve to be reprimanded for mismanaging the project." 1---2---3---4---5
not likely very likely
- d) You would think: "What's done is done." 1---2---3---4---5
not likely very likely

5. You make a mistake at work and find out a co-worker is blamed for the error.

- a) You would think the company did not like the co-worker. 1---2---3---4---5
not likely very likely
- b) You would think: "Life is not fair." 1---2---3---4---5
not likely very likely
- c) You would keep quiet and avoid the co-worker. 1---2---3---4---5
not likely very likely

d) You would feel unhappy and eager to correct the situation. 1---2---3---4---5
not likely very likely

6. For several days you put off making a difficult phone call. At the last minute you make the call and are able to manipulate the conversation so that all goes well.

a) You would think: "I guess I'm more persuasive than I thought." 1---2---3---4---5
not likely very likely

b) You would regret that you put it off. 1---2---3---4---5
not likely very likely

c) You would feel like a coward. 1---2---3---4---5
not likely very likely

d) You would think: "I did a good job." 1---2---3---4---5
not likely very likely

e) You would think you shouldn't have to make calls you feel pressured into. 1---2---3---4---5
not likely very likely

7. While playing around, you throw a ball and it hits your friend in the face.

a) You would feel inadequate that you can't even throw a ball. 1---2---3---4---5
not likely very likely

b) You would think maybe your friend needs more practice at catching. 1---2---3---4---5
not likely very likely

c) You would think: "It was just an accident." 1---2---3---4---5
not likely very likely

d) You would apologize and make sure your friend feels better. 1---2---3---4---5
not likely very likely

8. You have recently moved away from your family, and everyone has been very helpful. A few times you needed to borrow money, but you paid it back as soon as you could.

a) You would feel immature. 1---2---3---4---5
not likely very likely

b) You would think: "I sure ran into some bad luck." 1---2---3---4---5
not likely very likely

c) You would return the favor as quickly as you could. 1---2---3---4---5

d) You would think: "I am a trustworthy person."

e) You would be proud that you repaid your debts.

9. You are driving down the road, and you hit a small animal.

a) You would think the animal shouldn't have been on the road.

1---2---3---4---5
not likely very likely

b) You would think: "I'm terrible."

1---2---3---4---5
not likely very likely

c) You would feel: "Well, it was an accident."

1---2---3---4---5
not likely very likely

d) You'd feel bad you hadn't been more alert driving down the road.

1---2---3---4---5
not likely very likely

10. You walk out of an exam thinking you did extremely well. Then you find out you did poorly.

a) You would think: "Well, it's just a test."

1---2---3---4---5
not likely very likely

b) You would think: "The instructor doesn't like me."

1---2---3---4---5
not likely very likely

c) You would think: "I should have studied harder."

1---2---3---4---5
not likely very likely

d) You would feel stupid.

1---2---3---4---5
not likely very likely

11. You and a group of co-workers worked very hard on a project. Your boss singles you out for a bonus because the project was such a success.

a) You would feel the boss is rather short-sighted.

1---2---3---4---5
not likely very likely

b) You would feel alone and apart from your colleagues.

1---2---3---4---5
not likely very likely

- c) You would feel your hard work had paid off. 1---2---3---4---5
not likely very likely
- d) You would feel competent and proud of yourself. 1---2---3---4---5
not likely very likely
- e) You would feel you should not accept it. 1---2---3---4---5
not likely very likely

12. While out with a group of friends, you make fun of a friend who's not there.

- a) You would think: "It was all in fun; it's harmless." 1---2---3---4---5
not likely very likely
- b) You would feel small...like a rat. 1---2---3---4---5
not likely very likely
- c) You would think that perhaps that friend should have been there to defend himself/herself. 1---2---3---4---5
not likely very likely
- d) You would apologize and talk about that person's good points. 1---2---3---4---5
not likely very likely

13. You make a big mistake on an important project at work. People were depending on you, and your boss criticizes you.

- a) You would think your boss should have been more clear about what was expected of you. 1---2---3---4---5
not likely very likely
- b) You would feel like you wanted to hide. 1---2---3---4---5
not likely very likely
- c) You would think: "I should have recognized the problem and done a better job." 1---2---3---4---5
not likely very likely
- d) You would think: "Well, nobody's perfect." 1---2---3---4---5
not likely very likely

14. You volunteer to help with the local Special Olympics for handicapped children. It turns out to be frustrating and time-consuming work. You think seriously about quitting, but then you see how happy the kids are.

- a) You would feel selfish and you'd think you are basically lazy. 1---2---3---4---5
not likely very likely
- b) You would feel you were forced into doing something you did not want to do. 1---2---3---4---5
not likely very likely
- c) You would think: "I should be more concerned 1---2---3---4---5

- about people who are less fortunate." not likely very likely
 1---2---3---4---5
 d) You would feel great that you had helped others. not likely very likely
 1---2---3---4---5
 e) You would feel very satisfied with yourself. not likely very likely

15. You are taking care of your friend's dog while they are on vacation and the dog runs away.

- a) You would think, "I am irresponsible and incompetent." 1---2---3---4---5
 not likely very likely
 b) You would think your friend must not take very good care of their dog or it wouldn't have run away. 1---2---3---4---5
 not likely very likely
 c) You would vow to be more careful next time. 1---2---3---4---5
 not likely very likely
 d) You would think your friend could just get a new dog. 1---2---3---4---5
 not likely very likely

16. You attend your co-worker's housewarming party and you spill red wine on their new cream-colored carpet, but you think no one notices.

- a) You think your co-worker should have expected some accidents at such a big party. 1---2---3---4---5
 not likely very likely
 b) You would stay late to help clean up the stain after the party. 1---2---3---4---5
 not likely very likely
 c) You would wish you were anywhere but at the party. 1---2---3---4---5
 not likely very likely
 d) You would wonder why your co-worker chose to serve red wine with the new light carpet. 1---2---3---4---5
 not likely very likely

General Causality Orientation Scale

These items pertain to a series of hypothetical sketches. Each sketch describes an incident and lists three ways of responding to it. Please read each sketch, imagine yourself in that situation, and then consider each of the possible responses. Think of each response option in terms of how likely it is that you would respond that way. (We all respond in a variety of ways to situations, and probably most or all responses are at least slightly likely for you.) If it is very unlikely that you would respond the way described in a given response, you should circle answer 1 or 2. If it is moderately likely, you would select a number in the mid range, and if it is very likely that you would respond as described, you would select answer 6 or 7.

1. You have been offered a new position in a company where you have worked for some time. The first question that is likely to come to mind is:

a) What if I can't live up to the new responsibility?

1	2	3	4	5	6	7
very unlikely			moderately likely			very likely

b) Will I make more at this position?

1	2	3	4	5	6	7
very unlikely			moderately likely			very likely

c) I wonder if the new work will be interesting.

1	2	3	4	5	6	7
very unlikely			moderately likely			very likely

2. You have a school-age daughter. On parents' night the teacher tells you that your daughter is doing poorly and doesn't seem involved in the work. You are likely to:

a) Talk it over with your daughter to understand further what the problem is.

1	2	3	4	5	6	7
very unlikely			moderately likely			very likely

b) Scold her and hope she does better.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

very unlikely			moderately likely			very likely
---------------	--	--	-------------------	--	--	-------------

c) Make sure she does the assignments, because she should be working harder.

1	2	3	4	5	6	7
very unlikely			moderately likely			very likely

3. You had a job interview several weeks ago. In the mail you received a form letter which states that the position has been filled. It is likely that you might think:

a) It's not what you know, but who you know.

1	2	3	4	5	6	7
very unlikely			moderately likely			very likely

b) I'm probably not good enough for the job.

1	2	3	4	5	6	7
very unlikely			moderately likely			very likely

c) Somehow they didn't see my qualifications as matching their needs.

1	2	3	4	5	6	7
very unlikely			moderately likely			very likely

4. You are a plant supervisor and have been charged with the task of allotting coffee breaks to three workers who cannot all break at once. You would likely handle this by:

a) Telling the three workers the situation and having them work with you on the schedule.

1	2	3	4	5	6	7
very unlikely			moderately likely			very likely

b) Simply assigning times that each can break to avoid any problems.

1	2	3	4	5	6	7
very unlikely			moderately likely			very likely

c) Find out from someone in authority what to do or do what was done in the past.

1	2	3	4	5	6	7
very unlikely			moderately likely			very likely

5. A close (same-sex) friend of yours has been moody lately, and a couple of times has become very angry with you over "nothing." You might:

a) Share your observations with him/her and try to find out what is going on for him/her.

1	2	3	4	5	6	7
very unlikely			moderately likely			very likely

b) Ignore it because there's not much you can do about it anyway.

1	2	3	4	5	6	7
very unlikely			moderately likely			very likely

c) Tell him/her that you're willing to spend time together if and only if he/she makes more effort to control him/herself.

1	2	3	4	5	6	7
very unlikely			moderately likely			very likely

6. You have just received the results of a test you took, and you discovered that you did very poorly. Your initial reaction is likely to be:

a) "I can't do anything right," and feel sad.

1	2	3	4	5	6	7
very unlikely			moderately likely			very likely

b) "I wonder how it is I did so poorly," and feel disappointed.

1	2	3	4	5	6	7
very unlikely			moderately likely			very likely

c) "That stupid test doesn't show anything," and feel angry.

1	2	3	4	5	6	7
very unlikely			moderately likely			very likely

7. You have been invited to a large party where you know very few people. As you look forward to the evening, you would likely expect that:

a) You'll try to fit in with whatever is happening in order to have a good time and not look bad.

1	2	3	4	5	6	7
very unlikely			moderately likely			very likely

b) You'll find some people with whom you can relate.

1	2	3	4	5	6	7
very unlikely			moderately likely			very likely

c) You'll probably feel somewhat isolated and unnoticed.

1	2	3	4	5	6	7
very unlikely			moderately likely			very likely

8. You are asked to plan a picnic for yourself and your fellow employees. Your style for approaching this project could most likely be characterized as:

a) Take charge: that is, you would make most of the major decisions yourself.

1	2	3	4	5	6	7
very unlikely			moderately likely			very likely

b) Follow precedent: you're not really up to the task so you'd do it the way it's been done before.

1	2	3	4	5	6	7
very unlikely			moderately likely			very likely

c) Seek participation: get inputs from others who want to make them before you make the final plans.

1	2	3	4	5	6	7
very unlikely			moderately likely			very likely

9. Recently a position opened up at your place of work that could have meant a promotion for you. However, a person you work with was offered the job rather than you. In evaluating the situation, you're likely to think:

a) You didn't really expect the job; you frequently get passed over.

1	2	3	4	5	6	7
very unlikely			moderately likely			very likely

b) The other person probably "did the right things" politically to get the job.

1	2	3	4	5	6	7
very unlikely			moderately likely			very likely

c) You would probably take a look at factors in your own performance that led you to be passed over.

1	2	3	4	5	6	7
very unlikely			moderately likely			very likely

10. A woman who works for you has generally done an adequate job. However, for the past two weeks her work has not been up to par and she appears to be less actively interested in her work. Your reaction is likely to be:

a) Tell her that her work is below what is expected and that she should start working harder.

1	2	3	4	5	6	7
very unlikely			moderately likely			very likely

b) Ask her about the problem and let her know you are available to help work it out.

1	2	3	4	5	6	7
very unlikely			moderately likely			very likely

c) It's hard to know what to do to get her straightened out.

1	2	3	4	5	6	7
very unlikely			moderately likely			very likely

11. Your company has promoted you to a position in a city far from your present location.

As you think about the move you would probably:

a) Feel interested in the new challenge and a little nervous at the same time.

1	2	3	4	5	6	7
very unlikely			moderately likely			very likely

b) Feel excited about the higher status and salary that is involved.

1	2	3	4	5	6	7
very unlikely			moderately likely			very likely

c) Feel stressed and anxious about the upcoming changes.

1	2	3	4	5	6	7
very unlikely			moderately likely			very likely

Self-Monitoring Scale

You will be asked a number of questions dealing with your perceptions of yourself. Please read the instructions carefully and try to respond to all of the items as openly and honestly as possible. There are no right or wrong answers. In responding to the items, please select the choice that most closely represents your behavior on the space provided.

1) In social situations, I have the ability to alter my behavior if I feel that something else is called for.

1	2	3	4	5
Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree

2) I am often able to read people's true emotions correctly through their eyes.

1	2	3	4	5
Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree

3) I have the ability to control the way I come across to people, depending on the impression I wish to give them.

1	2	3	4	5
Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree

4) In conversations, I am sensitive to even the slightest change in the facial expression of the person I am conversing with.

1	2	3	4	5
Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree

5) My powers of intuition are quite good when it comes to understanding others' emotions and motives.

1	2	3	4	5
Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree

6) When I feel that the image I am portraying isn't working, I can readily change it to something that does.

1	2	3	4	5
Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree

7) I can usually tell when I've said something inappropriate by reading it in the listener's eyes.

1	2	3	4	5
Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree

8) I have trouble changing my behavior to meet the requirements of any situation I find myself in.

1	2	3	4	5
Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree

9) I have found that I can adjust my behavior to meet the requirements of any situation that I find myself in.

1	2	3	4	5
Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree

10) If someone is lying to me, I usually know it at once from that person's manner of expression.

1	2	3	4	5
Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree

11) Even when it might be to my advantage, I have difficulty putting up a good front.

1	2	3	4	5
Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree

12) Once I know what the situation calls for, it's easy for me to regulate my actions accordingly.

1	2	3	4	5
Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree

Self-Concealment Scale (SCS)

<p>This scale measures self-concealment, defined here as a tendency to conceal from others personal information that one perceives as distressing or negative.</p> <p>Please tick the box, to the right of each of the following 10 statements, that best describes how much you personally agree or disagree with the statement.</p>		<i>1=strongly disagree</i>	<i>2=moderately disagree</i>	<i>3=don't disagree or agree</i>	<i>4=moderately agree</i>	<i>5=strongly agree</i>
1.	I have an important secret that I haven't shared with anyone					
2.	if I shared all my secrets with my friends, they'd like me less					
3.	there are lots of things about me that I keep to myself					
4.	some of my secrets have really tormented me					
5.	when something bad happens to me, I tend to keep it to myself					
6.	I'm often afraid I'll reveal something I don't want to					
7.	telling a secret often backfires and I wish I hadn't told it					
8.	I have a secret that is so private I would lie if anybody asked me about it					
9.	my secrets are too embarrassing to share with others					
10.	I have negative thoughts about myself that I never share with anyone					

Causal Uncertainty Scale (Weary & Edwards, 1994)

Fill in the circle below the response that best expresses how much you agree or disagree with the statement.

	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
1. I do not know what it takes to get along well with others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. When I receive good grades, I usually do not understand why I did so well.-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I do not understand what causes most of the problems that I have with others. -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. When I see something good happen to others, I often do not know why it happened. -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. When I receive poor grades, I usually do not understand why I did so poorly. -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. When someone I know receives a poor grade, I often cannot determine if they could have done anything to prevent it.-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I do not understand what causes most of the good things that happen to me. -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. When things go right, I generally do not know what to do to keep them that way.-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. When bad things happen, I generally do not know why. -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. When there is more than one possible reason for a person's action, it is difficult to determine which one is the actual reason. -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I often feel like I don't have enough information to come to a conclusion about why things happen to other people. -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. When I see something bad happen to others, I often do not know why it happened.-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I often feel like I do not have enough information to come to a conclusion about why things happen to me.-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. When I think about why someone does something, there are usually so many possible reasons for it that I cannot determine which one was the cause. -----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Rejection Sensitivity Scale (Adult)

The items below describe situations in which people sometimes ask things of others. For each item, **imagine that you are in the situation, and then answer the questions that follow it.**

1. You ask your parents or another family member for a loan to help you through a difficult financial time.

How concerned or anxious would you be over whether or not your family would want to help you?	very unconcerned					very concerned
	1	2	3	4	5	6
I would expect that they would agree to help as much as they can.	very unlikely					very likely
	1	2	3	4	5	6

2. You approach a close friend to talk after doing or saying something that seriously upset him/her.

How concerned or anxious would you be over whether or not your friend would want to talk with you?	very unconcerned					very concerned
	1	2	3	4	5	6
I would expect that he/she would want to talk with me to try to work things out.	very unlikely					very likely
	1	2	3	4	5	6

3. You bring up the issue of sexual protection with your significant other and tell him/her how important you think it is.

How concerned or anxious would you be over his/her reaction?	very unconcerned					very concerned
	1	2	3	4	5	6
I would expect that he/she would be willing to discuss our possible options without getting defensive.	very unlikely					very likely
	1	2	3	4	5	6

4. You ask your supervisor for help with a problem you have been having at work.

How concerned or anxious would you be over whether or not the person would want to help you?	very unconcerned					very concerned
	1	2	3	4	5	6
I would expect that he/she would want to try to help me out.	very unlikely					very likely
	1	2	3	4	5	6

5. After a bitter argument, you call or approach your significant other because you want to make up.

How concerned or anxious would you be over whether or not your significant other would want to make up with you?	very unconcerned					very concerned
	1	2	3	4	5	6
I would expect that he/she would be at least as eager to make up as I would be.	very unlikely					very likely
	1	2	3	4	5	6

6. You ask your parents or other family members to come to an occasion important to you.

How concerned or anxious would you be over whether or not they would want to come?	very unconcerned					very concerned
	1	2	3	4	5	6
I would expect that they would want to come.	very unlikely					very likely
	1	2	3	4	5	6

7. At a party, you notice someone on the other side of the room that you'd like to get to know, and you approach him or her to try to start a conversation.

How concerned or anxious would you be over whether or not the person would want to talk with you?	very unconcerned					very concerned
	1	2	3	4	5	6
I would expect that he/she would want to talk with me.	very unlikely					very likely
	1	2	3	4	5	6

8. Lately you've been noticing some distance between yourself and your significant other, and you ask him/her if there is something wrong.

How concerned or anxious would you be over whether or not he/she still	very unconcerned					very concerned
--	------------------	--	--	--	--	----------------

loves you and wants to be with you?	1	2	3	4	5	6
I would expect that he/she will show sincere love and commitment to our relationship no matter what else may be going on.	very unlikely					very likely
	1	2	3	4	5	6

9. You call a friend when there is something on your mind that you feel you really need to talk about.

How concerned or anxious would you be over whether or not your friend would want to listen?	very unconcerned					very concerned
	1	2	3	4	5	6
I would expect that he/she would listen and support me.	very unlikely					very likely
	1	2	3	4	5	6

Sources of Social Support Scale

Instructions: Based upon your past experiences with individuals in your life who have provided you with support, please rank the following people according to whom you would most likely turn to for support in the given situations.

Drag and drop the following people, with the person you would be most likely to turn to at the top of the list, to the person you would be least likely to turn to at the bottom of the list. If there is no one you would be likely to turn to in the scenario, please put “no one” at the top.

1) Rank the order of whom you would most likely turn to if you were feeling down and needed to vent your feelings. (emotional)

1. no one
2. spouse or partner
3. mother
4. father
5. sibling (e.g., sister, brother)
6. extended family (e.g., uncles, aunts, cousins, grandparents)
7. best friend
8. close friend
9. Moderately close friend
10. acquaintance
11. work or school associate
12. counselor or therapist
13. spiritual leader/church/God

2) Rank the order of whom you would most likely turn to if you wanted to freely express your innermost feelings without being judged. (emotional)

1. no one
2. spouse or partner
3. mother

4. father
5. sibling (e.g., sister, brother)
6. extended family (e.g., uncles, aunts, cousins, grandparents)
7. best friend
8. close friend
9. Moderately close friend
10. acquaintance
11. work or school associate
12. counselor or therapist
13. spiritual leader/church/God

3) Rank the order of whom you would most likely turn to if you felt angry or irritable and needed someone to cheer you up. (emotional)

a. no one

1. no one
2. spouse or partner
3. mother
4. father
5. sibling (e.g., sister, brother)
6. extended family (e.g., uncles, aunts, cousins, grandparents)
7. best friend
8. close friend
9. Moderately close friend
10. acquaintance
11. work or school associate
12. counselor or therapist
13. spiritual leader/church/God

4) Rank the order of whom you would most likely turn to if you had a falling out with a close friend and were worried that he/she might not want to remain friends with you. (emotional)

1. no one
2. spouse or partner
3. mother
4. father
5. sibling (e.g., sister, brother)
6. extended family (e.g., uncles, aunts, cousins, grandparents)
7. best friend
8. close friend
9. Moderately close friend
10. acquaintance
11. work or school associate
12. counselor or therapist
13. spiritual leader/church/God

5) Rank the order of whom you would most likely turn to if you were really ill and needed someone to take you to the doctor. (instrumental)

1. no one
2. spouse or partner
3. mother
4. father
5. sibling (e.g., sister, brother)
6. extended family (e.g., uncles, aunts, cousins, grandparents)
7. best friend
8. close friend
9. Moderately close friend
10. acquaintance

11. work or school associate
12. counselor or therapist
13. spiritual leader/church/God

6) Rank the order of whom you would most likely turn to if you needed advice on an important decision.

1. no one
2. spouse or partner
3. mother
4. father
5. sibling (e.g., sister, brother)
6. extended family (e.g., uncles, aunts, cousins, grandparents)
7. best friend
8. close friend
9. Moderately close friend
10. acquaintance
11. work or school associate
12. counselor or therapist
13. spiritual leader/church/God

7) Rank the order of whom you would most likely turn to for guidance on self-improvement.

1. no one
2. spouse or partner
3. mother
4. father
5. sibling (e.g., sister, brother)
6. extended family (e.g., uncles, aunts, cousins, grandparents)
7. best friend

8. close friend
9. Moderately close friend
10. acquaintance
11. work or school associate
12. counselor or therapist
13. spiritual leader/church/God

8) Rank the order of whom you would most likely turn to if you were stranded in the middle of nowhere after your car broke down.

1. no one
2. spouse or partner
3. mother
4. father
5. sibling (e.g., sister, brother)
6. extended family (e.g., uncles, aunts, cousins, grandparents)
7. best friend
8. close friend
9. Moderately close friend
10. acquaintance
11. work or school associate
12. counselor or therapist
13. spiritual leader/church/God

The Center for Epidemiological Studies Depression Scale (CES-D)

Below is a list of the ways you might have felt or behaved. Please tell me how often you have felt this way DURING THE PAST WEEK according to the scale given.

	0 Rarely or none of the time (less than 1 day)	1 Some or a little of the time (1 - 2 days)	2 Occasionally or a moderate amount of time (3-4 days)	3 Most or all of the time (5- 7 days)
1. I was bothered by things that usually don't bother me.				
2. I did not feel like eating; my appetite was poor.				
3. I felt that I could not shake off the blues even with help from my family or friends.				
4. I felt I was just as good as other people.				
5. I had trouble keeping my mind on what I was doing.				
6. I felt depressed.				
7. I felt that everything I did was an effort.				
8. I felt hopeful about the future.				

9. I thought my life had been a failure.				
10. I felt fearful.				
11. My sleep was restless				
12. I was happy.				
13. I talked less than usual.				
14. I felt lonely.				
15. People were unfriendly.				
16. I enjoyed life.				
17. I had crying spells.				
18. I felt sad.				
19. I felt that people dislike me.				
20. I could not get "going."				

State-Trait Anxiety (STAI)

A number of statements which people have used to describe themselves are given below. Read each statement and then circle the appropriate number to the right of the statement to indicate how you feel *right* now, that is, *at this moment*. There are no right or wrong answers. Do not spend too much time on any one statement but give the answer which seems to describe your present feelings best.

1= Not at all, 2 = Somewhat, 3 = Moderately so, 4 = Very Much so

- | | | | | |
|--|---|---|---|---|
| 1) I feel calm | 1 | 2 | 3 | 4 |
| 2) I feel secure | 1 | 2 | 3 | 4 |
| 3) I am tense | 1 | 2 | 3 | 4 |
| 4) I feel strained | 1 | 2 | 3 | 4 |
| 5) I feel at ease | 1 | 2 | 3 | 4 |
| 6) I feel upset | 1 | 2 | 3 | 4 |
| 7) I am presently worrying over possible misfortunes | 1 | 2 | 3 | 4 |
| 8) I feel satisfied | 1 | 2 | 3 | 4 |
| 9) I feel frightened | 1 | 2 | 3 | 4 |
| 10) I feel comfortable | 1 | 2 | 3 | 4 |
| 11) I feel self-confident | 1 | 2 | 3 | 4 |
| 12) I feel nervous | 1 | 2 | 3 | 4 |
| 13) I am jittery | 1 | 2 | 3 | 4 |
| 14) I feel indecisive | 1 | 2 | 3 | 4 |
| 15) I am relaxed | 1 | 2 | 3 | 4 |
| 16) I feel content | 1 | 2 | 3 | 4 |
| 17) I am worried | 1 | 2 | 3 | 4 |
| 18) I feel confused | 1 | 2 | 3 | 4 |
| 19) I feel steady | 1 | 2 | 3 | 4 |
| 20) I feel pleasant | 1 | 2 | 3 | 4 |

A number of statements which people have used to describe themselves are given below. Read each statement and then circle the appropriate number to the right of the statement to indicate how you *generally* feel. There are no right or wrong answers. Do not spend too much time on any one statement but give the answer which seems to describe how you generally feel.

1= Almost never, 2= Sometimes, 3 = Often, 4 = Almost always

- | | | | | |
|---|---|---|---|---|
| 21) I feel pleasant | 1 | 2 | 3 | 4 |
| 22) I feel nervous and restless | 1 | 2 | 3 | 4 |
| 23) I feel satisfied with myself | 1 | 2 | 3 | 4 |
| 24) I wish I could be as happy as others seem to be | 1 | 2 | 3 | 4 |
| 25) I feel like a failure | 1 | 2 | 3 | 4 |
| 26) I feel rested | 1 | 2 | 3 | 4 |
| 27) I am "calm, cool, and collected" | 1 | 2 | 3 | 4 |
| 28) I feel that difficulties are piling up so that I cannot overcome them | 1 | 2 | 3 | 4 |
| 29) I worry too much over something that doesn't really matter | 1 | 2 | 3 | 4 |
| 30) I am happy | 1 | 2 | 3 | 4 |
| 31) I have disturbing thoughts | 1 | 2 | 3 | 4 |
| 32) I lack self-confidence | 1 | 2 | 3 | 4 |
| 33) I feel secure | 1 | 2 | 3 | 4 |
| 34) I make decisions easily | 1 | 2 | 3 | 4 |
| 35) I feel inadequate | 1 | 2 | 3 | 4 |
| 36) I am content | 1 | 2 | 3 | 4 |
| 37) Some unimportant thought runs through my mind and bothers me | 1 | 2 | 3 | 4 |
| 38) I take disappointments so keenly that I can't put them out of my mind | 1 | 2 | 3 | 4 |
| 39) I am a steady person | 1 | 2 | 3 | 4 |
| 40) I get in a state of tension or turmoil as I think over my recent concerns and interests | 1 | 2 | 3 | 4 |

Rosenberg Self Esteem Scale

Following are ten statements about yourself. Indicate how much you agree with each of the statements using the following scale.

strongly	moderately	neutral	moderately	strongly
disagree	disagree		agree	agree
1	2	3	4	5

_____ 1. I feel that I'm a person of worth, at least on an equal basis with others.

_____ 2. I feel that I have a number of good qualities.

_____ 3. All in all, I am inclined to feel that I am a failure.

_____ 4. I am able to do things as well as most other people.

_____ 5. I feel I do not have much to be proud of.

_____ 6. I take a positive attitude with myself.

_____ 7. On the whole, I am satisfied with myself.

_____ 8. I wish I could have more respect for myself.

_____ 9. I certainly feel useless at times.

_____ 10. At times I think I am no good at all.

Daily Drinking Questionnaire (DDQ)

This section asks you to report on your drinking over the past three months.

For all questions, one drink equals:

- 5oz. wine
- 12oz. wine cooler
- 12oz. beer (10oz. of Microbrew; 8-9 oz. Malt Liquor, Canadian beer or Ice beer)
- 6oz. Ice Malt Liquor
- 1 Cocktail with 1 oz. of 100 proof liquor or 1 ½ oz. (single jigger) of 80 proof liquor.

1. Consider a typical week during the last three months. How much alcohol, on average (measured in number of drinks), do you drink on each day of a typical week?

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

2. Consider a typical week during the last three months. Over how many hours do you drink the above number of drinks?

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

3. On average, during the last three months, how often have you consumed alcohol?

- | | | |
|---|--|--|
| <input type="checkbox"/> Never | <input type="checkbox"/> Three times a month | <input type="checkbox"/> Four times a week |
| <input type="checkbox"/> Less than once per month | <input type="checkbox"/> Once a week | <input type="checkbox"/> Five times a week |
| <input type="checkbox"/> Once a month | <input type="checkbox"/> Twice a week | <input type="checkbox"/> Six times a week |
| <input type="checkbox"/> Two times a month | <input type="checkbox"/> Three times a week | <input type="checkbox"/> Every day |

4. During the last three months, when you have consumed alcohol, how many drinks on average did you typically consume on a given occasion?

- | | | |
|-----------------------------------|------------------------------------|--|
| <input type="checkbox"/> 0 drinks | <input type="checkbox"/> 9 drinks | <input type="checkbox"/> 18 drinks |
| <input type="checkbox"/> 1 drink | <input type="checkbox"/> 10 drinks | <input type="checkbox"/> 19 drinks |
| <input type="checkbox"/> 2 drinks | <input type="checkbox"/> 11 drinks | <input type="checkbox"/> 20 drinks |
| <input type="checkbox"/> 3 drinks | <input type="checkbox"/> 12 drinks | <input type="checkbox"/> 21 drinks |
| <input type="checkbox"/> 4 drinks | <input type="checkbox"/> 13 drinks | <input type="checkbox"/> 22 drinks |
| <input type="checkbox"/> 5 drinks | <input type="checkbox"/> 14 drinks | <input type="checkbox"/> 23 drinks |
| <input type="checkbox"/> 6 drinks | <input type="checkbox"/> 15 drinks | <input type="checkbox"/> 24 drinks |
| <input type="checkbox"/> 7 drinks | <input type="checkbox"/> 16 drinks | <input type="checkbox"/> 25 or more drinks |
| <input type="checkbox"/> 8 drinks | <input type="checkbox"/> 17 drinks | |

Rutgers Alcohol Problems Index

RAPI (23-item version)

Different things happen to people while they are drinking ALCOHOL or because of their ALCOHOL drinking. Several of these things are listed below. Indicate how many times each of these things happened to you WITHIN THE LAST YEAR.

Use the following code:

0 = None

1 = 1-2 times

2 = 3-5 times

3 = More than 5 times

HOW MANY TIMES HAS THIS HAPPENED TO YOU WHILE YOU WERE DRINKING OR BECAUSE OF YOUR DRINKING DURING THE LAST YEAR?

- 0 1 2 3 Not able to do your homework or study for a test
- 0 1 2 3 Got into fights with other people (friends, relatives, strangers)
- 0 1 2 3 Missed out on other things because you spent too much money on alcohol
- 0 1 2 3 Went to work or school high or drunk
- 0 1 2 3 Caused shame or embarrassment to someone
- 0 1 2 3 Neglected your responsibilities
- 0 1 2 3 Relatives avoided you
- 0 1 2 3 Felt that you needed more alcohol than you used to in order to get the same effect
- 0 1 2 3 Tried to control your drinking (tried to drink only at certain times of the day or in certain places, that is, tried to change your pattern of drinking)
- 0 1 2 3 Had withdrawal symptoms, that is, felt sick because you stopped or cut down on drinking
- 0 1 2 3 Noticed a change in your personality
- 0 1 2 3 Felt that you had a problem with alcohol
- 0 1 2 3 Missed a day (or part of a day) of school or work
- 0 1 2 3 Wanted to stop drinking but couldn't
- 0 1 2 3 Suddenly found yourself in a place that you could not remember getting to
- 0 1 2 3 Passed out or fainted suddenly
- 0 1 2 3 Had a fight, argument or bad feeling with a friend
- 0 1 2 3 Had a fight, argument or bad feeling with a family member
- 0 1 2 3 Kept drinking when you promised yourself not to
- 0 1 2 3 Felt you were going crazy
- 0 1 2 3 Had a bad time
- 0 1 2 3 Felt physically or psychologically dependent on alcohol
- 0 1 2 3 Was told by a friend, neighbor or relative to stop or cut down drinking

Drinking Motives Questionnaire - Revised

Below is a list of reasons people sometimes give for drinking alcohol. **Thinking of all the times you drink, how often would you say that you drink for each of the following reasons?**

Please indicate your response in the blank next to each item according to the following scale:

1	2	3	4	5
Never/almost never	Some of the time	Half of the time	Most of the time	Almost always/always

- _____ 1. To forget you worries.
- _____ 2. Because your friends pressure you to drink.
- _____ 3. Because it helps you enjoy a party.
- _____ 4. Because it helps you when you feel depressed or nervous.
- _____ 5. To be sociable.
- _____ 6. To cheer you up when you are in a bad mood.
- _____ 7. Because you like the feeling.
- _____ 8. So that others won't kid you about *not* drinking.
- _____ 9. Because it's exciting.
- _____ 10. To get high.

- _____ 11. Because it makes social gatherings more fun.
- _____ 12. To fit in with a group you like.
- _____ 13. Because it gives you a pleasant feeling.
- _____ 14. Because it improves parties and celebrations.
- _____ 15. Because you feel more self-confident and sure of yourself.
- _____ 16. To celebrate a special occasion with friends.
- _____ 17. To forget about your problems.
- _____ 18. Because it's fun.
- _____ 19. To be liked.
- _____ 20. So you won't feel left out.

Appendix B - Study 2 Measures

Screening Questions

- 2) Are you at least 18 years old?
 - a) Yes
 - b) No

*If answer is no to this screening question, participants will be directed to the end of survey because they do not qualify.

Demographics Questions

- 1) Age:
Years old: _____
- 2) What is your gender?
 - a) Male
 - b) Female
- 3) Please fill in your participant ID. Your participant id will consist of the last 4 digits of your primary telephone number and the first 2 letters of you MOTHER'S FIRST NAME (i.e., 1234MA)

- 4) Ethnic Background:
 - a) Hispanic/Latino
 - b) Nonhispanic
- 5) Racial Background:
 - a) White/Caucasian
 - b) Native American/American Indian
 - c) Black/African American
 - d) Asian
 - e) Native Hawaiian/Pacific Islander
 - f) Multi-Ethnic
 - g) Other
- 6) Were you born in the U.S.?
 - c) Yes
 - d) No

7) What is your year in school?

- a) 1st year
- b) 2nd year
- c) 3rd year
- d) 4th year
- e) 5th year
- f) 6th year
- g) 7th year
- h) more

8) Class Standing:

- e) Freshman
- f) Sophomore
- g) Junior
- h) Senior

9) Student Status:

- c) Part-Time (1-11 credits)
- d) Full-Time (12+ credits)

10) Most recent Semester's GPS (Write N/A if this does not apply to you)

11) Where are you living this semester:

- e) Residence Halls/ Dorm Room
- f) Fraternity/Sorority House
- g) Off-Campus Housing/Apartment
- h) With Parents

12) Are you currently a Fraternity or Sorority Member?

- c) Yes
- d) No

13) Work Status:

- d) I do not work
- e) Working part-time
- f) Working full-time

14) Religious Affiliation?

- j) Christian
- k) Jewish
- l) Hindu
- m) Buddhist
- n) Muslim/Islam
- o) Agnostic
- p) Atheist
- q) Non-religious/secular
- r) Other (specify) _____

15) Christian Denomination?

- a) Catholic
- b) Baptist
- c) Methodist
- d) Lutheran
- e) Presbyterian
- f) Episcopal
- g) Other (specify) _____
- h) Not applicable

16) Relationship status?

- a) Single, not dating
- b) Single, casual dating
- c) Single, exclusively dating
- d) Engaged
- e) Married/Life Partner

Dilemmas

***Please note the dilemmas that are presented here include only one gender of one fictional recipient. However, in actuality, there will be both male and female versions of each dilemma.**

Delimma 1 (Provider): Instructions: Please imagine that you are in the following situation.

Your second cousin, whom you are moderately close to, recently got engaged and is just beginning to plan her wedding. At a family get together, she asks you excitedly if you can be a part of her wedding party. She tends to be a loner so you suspect that she may not have many close friends she can ask to be a part of her wedding party. However, you are extremely busy with work and school. You also don't want to have to spend the money on formal wedding attire.

Delimma 2 (Provider): Instructions: Please imagine that you are in the following situation.

You just paid \$50 for a ticket to go to the biggest and most popular Halloween party. A moderately close friend who is in the same social circle as you wants to go to the same party. He knows that you are going and asks you over lunch if you can lend him the money for the ticket. However, you know that he has been unemployed for a year and most likely won't pay you back. Although you can afford to lend him the money, you just paid your tuition bill and your rent so you don't have a lot of money to spare.

Delimma 3 (Provider): Instructions: Please imagine that you are in the following situation.

After a meeting, your co-worker whom you are moderately close to asks you if you will proofread an important report for her. You both have similar jobs and work on the same team. If she does well in terms of completing the report, upper management might look more favorably upon her than you; however, if she does well, it will also benefit the team. You know that she often rushes through putting together reports resulting in careless mistakes. She hopes you will fix them for her. Although you might have the time to look over the document, you also have a lot of work on your plate and are facing your own deadlines.

Delimma 4 (Provider): Instructions: Please imagine that you are in the following situation.

You have volunteered extensively for a particular organization for several years. They are organizing their annual fundraiser but no one has volunteered to head up the effort this year. A friend, whom you are moderately close to, is a member of the organizing committee although you know he is not a skilled leader. He asks you if you could spearhead the effort this year. However, the challenging courses you are taking this semester leave you with little free time. You also know that the job will involve many tedious tasks that you might not enjoy.

Accept or Decline Request

(Questions to be administered after each dilemma.)

- 1) Would you accept or decline the request?
 - a) Accept
 - b) Decline

Extent of Feeling Good About One's Self Following Decision-making

1) To what extent do you feel good about yourself after you made your decision?

1	2	3	4	5	6	7
Not at all Good			Somewhat Good			Very Good

2) To what extent do you feel positive about yourself after you made your decision?

1	2	3	4	5	6	7
Not at all Positive			Moderately Positive			Very Positive

3) How self-confident do you feel after making your decision?

1	2	3	4	5	6	7
Not at all Confident			Somewhat Confident			Very Confident

Unease Following Making a Decision

(Questions to be administered after each dilemma.)

4) To what extent did you feel uncomfortable in making your decision in the scenario?

1	2	3	4	5	6	7
Not at all Uncomfortable			Somewhat uncomfortable			Extremely uncomfortable

5) To what extent do you feel guilty about your decision in the scenario?

1	2	3	4	5	6	7
Not at all Guilty			Moderately Guilty			Extremely Guilty

6) To what extent did you feel distressed about having to make your decision in the scenario?

1	2	3	4	5	6	7
Not at all distressed			Somewhat distressed			Extremely distressed

Obligation in Decision-Making

(Questions to be administered after each dilemma.)

- 7) Please rate the extent to which you felt obligated to make the decision you did in the scenario.

1	2	3	4	5	6	7
Not at all obligated			Somewhat Obligated			Very Obligated

- 8) To what extent did you feel that it was your duty to make the decision you did in the scenario?

1	2	3	4	5	6	7
Not at all Free			Somewhat Free			Very Free

- 9) To what extent did you make your decision, based on a sense of responsibility?

1	2	3	4	5	6	7
Not at all your Duty			Somewhat your Duty			Very much your Duty

Free Will in Decision-Making

(Questions to be administered after each dilemma.)

10) To what extent did you feel your decision was completely voluntary?

1	2	3	4	5	6	7
Not at all Voluntary			Somewhat Voluntary			Very Voluntary

11) To what extent did you make your decision based upon a sense of responsibility?

1	2	3	4	5	6	7
Not at all Responsible			Somewhat Responsible			Very Much Responsible

12) To what extent was your choice based upon your own free will?

1	2	3	4	5	6	7
Not at All Free			Somewhat Free			Very Free

Feelings Toward Recipient

(Questions to be administered after each dilemma.)

13) How negatively did you feel towards the person asking for your help?

1	2	3	4	5	6	7
Not at all Negative			Somewhat Negative			Very Negative

14) How positively did you feel towards the person asking for your help?

1	2	3	4	5	6	7
Not at all Positive			Somewhat Positive			Very Positive

15) How resentful do you feel towards the person who asked for your help?

1	2	3	4	5	6	7
Not at all Resentful			Somewhat Resentful			Very Resentful

16) How happy do you feel towards the person following their request for help?

1	2	3	4	5	6	7
Not at all Happy			Somewhat Happy			Very Happy

17) How annoyed do you feel towards the person following their request for help?

1	2	3	4	5	6	7
Not at all Annoyed			Somewhat Annoyed			Very Annoyed

18) How fondly do you feel towards the person following their request for help?

1	2	3	4	5	6	7
Not at all			Somewhat			Very Much So

Relationship Harmony Scale

Please rate the extent to which the following statements apply to you from 1, Strongly Disagree, to 7, Strongly Agree.

1. I only feel good if there are no conflicts in my relationships with others.

1	2	3	4	5	6	7
Strongly Disagree						Strongly Agree

2. I will do anything to maintain harmony among my family and friends.

1	2	3	4	5	6	7
Strongly Disagree						Strongly Agree

3. I don't allow interpersonal conflicts between me and my family and friends to bother me.

1	2	3	4	5	6	7
Strongly Disagree						Strongly Agree

4. I will go out of my way in order to keep the peace between me and my friends and family.

1	2	3	4	5	6	7
Strongly Disagree						Strongly Agree

5. I don't mind a little interpersonal conflict.

1	2	3	4	5	6	7
Strongly Disagree						Strongly Agree

Norm of Reciprocity Scale

Please rate the extent to which the following statements apply to you from 1, Strongly Disagree, to 7, Strongly Agree.

Repayment for favors:

1. When someone goes out of their way to do me a favor, I will go out of my way to return the favor.

1	2	3	4	5	6	7
Strongly Disagree						Strongly Agree

2. If someone does a favor for me, I feel a responsibility to return the favor.

1	2	3	4	5	6	7
Strongly Disagree						Strongly Agree

3. I often don't like to accept favors because I will feel compelled to do something for them in return.

1	2	3	4	5	6	7
Strongly Disagree						Strongly Agree

4. If someone does a small favor for me, I don't feel the need to return the favor.

1	2	3	4	5	6	7
Strongly Disagree						Strongly Agree

5. It is not necessary to return every favor.

1	2	3	4	5	6	7
Strongly Disagree						Strongly Agree

Expectations in returning the favor:

6. If I do a favor for someone, I expect to be repaid.

1	2	3	4	5	6	7
Strongly Disagree						Strongly Agree

7. When I put a lot of effort into doing a favor for someone, I expect them to put in about the same amount of effort into repaying me for the favor.

1	2	3	4	5	6	7
Strongly Disagree						Strongly Agree

8. If I have do a favor for someone, I don't expect them to do something in return.

1	2	3	4	5	6	7
Strongly Disagree						Strongly Agree

9. It really bothers me when people don't repay a favor I have done for them.

1	2	3	4	5	6	7
Strongly Disagree						Strongly Agree

10. I keep track of what I have done for other people so that I can make sure they paid me back.

1	2	3	4	5	6	7
Strongly Disagree						Strongly Agree

Suinn-Lew Asian Self-Identity Acculturation Scale (SL-ASIA)

***To participants who select “Asian” in Racial background question of the demographics.**

INSTRUCTIONS: The questions which follow are for the purpose of collecting information about your historical background as well as more recent behaviors which may be related to your cultural identity. Choose the one answer which best describes you.

- 1) What language can you speak?
 1. Asian only (for example, Chinese, Japanese, Korean, Vietnamese, etc.)
 2. Mostly Asian, some English
 3. Asian and English about equally well (bilingual)
 4. Mostly English, some Asian
 5. Only English
- 2) What language do you prefer?
 1. Asian only (for example, Chinese, Japanese, Korean, Vietnamese, etc.)
 2. Mostly Asian, some English
 3. Asian and English about equally well (bilingual)
 4. Mostly English, some Asian
 5. Only English
- 3) How do you identify yourself?
 1. Oriental
 2. Asian
 3. Asian-American
 4. Chinese-American, Japanese-American, Korean-American, etc.
 5. American
- 4) Which identification does (did) your mother use?
 1. Oriental
 2. Asian
 3. Asian-American
 4. Chinese-American, Japanese-American, Korean-American, etc.
 5. American

- 5) Which identification does (did) your father use?
1. Oriental
 2. Asian
 3. Asian-American
 4. Chinese-American, Japanese-American, Korean-American, etc.
 5. American
- 6) What was the ethnic origin of the friends and peers you had, as a child up to age 6?
1. Almost exclusively Asians, Asian-Americans, Orientals
 2. Mostly Asians, Asian-Americans, Orientals
 3. About equally Asian groups and Anglo groups
 4. Mostly Anglos, Blacks, Hispanics, or other non-Asian ethnic groups
 5. Almost exclusively Anglos, Blacks, Hispanics, or other non-Asian ethnic groups
- 7) What was the ethnic origin of the friends and peers you had, as a child from 6 to 18?
1. Almost exclusively Asians, Asian-Americans, Orientals
 2. Mostly Asians, Asian-Americans, Orientals
 3. About equally Asian groups and Anglo groups
 4. Mostly Anglos, Blacks, Hispanics, or other non-Asian ethnic groups
 5. Almost exclusively Anglos, Blacks, Hispanics, or other non-Asian ethnic groups
- 8) Whom do you now associate with in the community?
1. Almost exclusively Asians, Asian-Americans, Orientals
 2. Mostly Asians, Asian-Americans, Orientals
 3. About equally Asian groups and Anglo groups
 4. Mostly Anglos, Blacks, Hispanics, or other non-Asian ethnic groups
 5. Almost exclusively Anglos, Blacks, Hispanics, or other non-Asian ethnic groups
- 9) If you could pick, whom would you prefer to associate with in the community?
1. Almost exclusively Asians, Asian-Americans, Orientals
 2. Mostly Asians, Asian-Americans, Orientals
 3. About equally Asian groups and Anglo groups
 4. Mostly Anglos, Blacks, Hispanics, or other non-Asian ethnic groups
 5. Almost exclusively Anglos, Blacks, Hispanics, or other non-Asian ethnic groups

10) What is your music preference?

1. Only Asian music (for example, Chinese, Japanese, Korean, Vietnamese, etc.)
2. Mostly Asian
3. Equally Asian and English
4. Mostly English
5. English only

11) What is your movie preference?

1. Asian-language movies only
2. Asian-language movies mostly
3. Equally Asian/English English-language movies
4. Mostly English-language movies only
5. English-language movies only

12) What generation are you? (circle the generation that best applies to you:)

1. 1st Generation = I was born in Asia or country other than U.S.
2. 2nd Generation = I was born in U.S., either parent was born in Asia or country other than U.S.
3. 3rd Generation = I was born in U.S., both parents were born in U.S, and all grandparents born in Asia or country other than U.S.
4. 4th Generation = I was born in U.S., both parents were born in U.S, and at least one grandparent born in Asia or country other than U.S. and one grandparent born in U.S.
5. 5th Generation = I was born in U.S., both parents were born in U.S., and all grandparents also born in U.S.
6. Don't know what generation best fits since I lack some information.

13) Where were you raised?

1. In Asia only
2. Mostly in Asia, some in U.S.
3. Equally in Asia and U.S.
4. Mostly in U.S., some in Asia
5. In U.S. only

14) What contact have you had with Asia?

1. Raised one year or more in Asia
2. Lived for less than one year in Asia
3. Occasional visits to Asia
4. Occasional communications (letters, phone calls, etc.) with people in Asia
5. No exposure or communications with people in Asia

15) What is your food preference at home?

1. Exclusively Asian food
2. Mostly Asian food, some American
3. About equally Asian and American
4. Mostly American food
5. Exclusively American food

16) What is your food preference in restaurants?

1. Exclusively Asian food
2. Mostly Asian food, some American
3. About equally Asian and American
4. Mostly American food
5. Exclusively American food

17) Do you

1. Read only an Asian language?
2. Read an Asian language better than English?
3. Read both Asian and English equally well?
4. Read English better than an Asian language?
5. Read only English?

18) Do you

1. Write only an Asian language?
2. Write an Asian language better than English?
3. Write both Asian and English equally well?
4. Write English better than an Asian language?
5. Write only English?

19) If you consider yourself a member of the Asian group (Oriental, Asian, Asian-American, Chinese-American, etc., whatever term you prefer), how much pride do you have in this group?

1. Extremely proud
2. Moderately proud
3. Little pride
4. No pride but do not feel negative toward group
5. No pride but do feel negative toward group

20) How would you rate yourself?

1. Very Asian
2. Mostly Asian
3. Bicultural
4. Mostly Westernized
5. Very Westernized

21) Do you participate in Asian occasions, holidays, traditions, etc.?

1. Nearly all
2. Most of them
3. Some of them
4. A few of them
5. None at all

22) Rate yourself on how much you believe in Asian values (e.g., about marriage, families, education, work):

- | | | | | |
|------------------|---|---|---|------------------------------------|
| 1 | 2 | 3 | 4 | 5 |
| (do not believe) | | | | (strongly believe in Asian values) |

23) Rate your self on how much you believe in American (Western) values:

- | | | | | |
|------------------|---|---|---|------------------------------------|
| 1 | 2 | 3 | 4 | 5 |
| (do not believe) | | | | (strongly believe in Asian values) |

24) Rate yourself on how well you fit when with other Asians of the same ethnicity:

- | | | | | |
|--------------|---|---|---|-----------------|
| 1 | 2 | 3 | 4 | 5 |
| (do not fit) | | | | (fit very well) |

25) Rate yourself on how well you fit when with other Americans who are non-Asian (Westerners):

- | | | | | |
|--------------|---|---|---|-----------------|
| 1 | 2 | 3 | 4 | 5 |
| (do not fit) | | | | (fit very well) |

- 26) There are many different ways in which people think of themselves. Which ONE of the following most closely describes how you view yourself?
1. I consider myself basically an Asian person (e.g., Chinese, Japanese, Korean, Vietnamese, etc.). Even though I live and work in America, I still view myself basically as an Asian person.
 2. I consider myself basically as an American. Even though I have an Asian background and characteristics, I still view myself basically as an American.
 3. I consider myself as an Asian-American, although deep down I always know I am an Asian.
 4. I consider myself as an Asian-American, although deep down, I view myself as an American first.
 5. I consider myself as an Asian-American. I have both Asian and American characteristics, and I view myself as a blend of both.

Vancouver Index of Acculturation (VIA)

***To be seen by individuals who answer: Native American/American Indian, Black/African American, Asian, Native Hawaiian/Pacific Islander, Multi-Ethnic or Other to the racial background question.**

Please circle *one* of the numbers to the right of each question to indicate your degree of agreement or disagreement.

Many of these questions will refer to your *heritage culture*, meaning the original culture of your family (other than American). It may be the culture of your birth, the culture in which you have been raised, or any culture in your family background. If there are several, pick the one that has influenced you *most* (e.g. Irish, Chinese, Mexican, African). If you do not feel that you have been influenced by any other culture, please name a culture that influenced previous generations of your family. Your heritage culture (other than American) is: _____

Disagree

Agree

21. I often participate in my *heritage* cultural traditions.
1 2 3 4 5 6 7 8 9
22. I often participate in mainstream American cultural traditions.
1 2 3 4 5 6 7 8 9
23. I would be willing to marry a person from my *heritage culture*.
1 2 3 4 5 6 7 8 9
24. I would be willing to marry a white American person.
1 2 3 4 5 6 7 8 9
25. I enjoy social activities with people from the same *heritage culture* as myself.
1 2 3 4 5 6 7 8 9
26. I enjoy social activities with typical American people.
1 2 3 4 5 6 7 8 9

27. I am comfortable interacting with people of the same *heritage culture* as myself.
1 2 3 4 5 6 7 8 9
28. I am comfortable interacting with typical American people.
1 2 3 4 5 6 7 8 9
29. I enjoy entertainment (e.g. movies, music) from my *heritage culture*.
1 2 3 4 5 6 7 8 9
30. I enjoy American entertainment (e.g. movies, music).
1 2 3 4 5 6 7 8 9
31. I often behave in ways that are typical of my *heritage culture*.
1 2 3 4 5 6 7 8 9
32. I often behave in ways that are typically American.
1 2 3 4 5 6 7 8 9
33. It is important for me to maintain or develop the practices of my *heritage culture*. 1 2
3 4 5 6 7 8 9
34. It is important for me to maintain or develop American cultural practices.
1 2 3 4 5 6 7 8 9
35. I believe in the values of my *heritage culture*.
1 2 3 4 5 6 7 8 9
36. I believe in mainstream American values.
1 2 3 4 5 6 7 8 9
37. I enjoy the jokes and humor of my *heritage culture*.
1 2 3 4 5 6 7 8 9
38. I enjoy white American jokes and humor.
1 2 3 4 5 6 7 8 9
39. I am interested in having friends from my *heritage culture*.
1 2 3 4 5 6 7 8 9

40. I am interested in having white American friends.

1 2 3 4 5 6 7 8 9

Self-Constraint Scale (Singelis, 1994)

7-point ratings (1 = strongly disagree to 7 = strongly agree)

Interdependent Items:

1. I have respect for the authority figures with whom I interact.
2. It is important for me to maintain harmony without my group.
3. My happiness depends on the happiness of those around me.
4. I would offer my seat in a bus to my professor.
5. I respect people who are modest about themselves.
6. I will sacrifice my self-interest for the benefit of the group I am in.
7. I often have the feeling that my relationships with others are more important than my own accomplishments.
8. I should take into consideration my parents' advice when making education/career plans.
9. It is important to me to respect decisions made by the group.
10. I will stay in a group if they need me, even when I'm not happy with the group.
11. If my brother or sister fails, I feel responsible.
12. Even when I strongly disagree with group members, I avoid an argument.

Independent items:

13. I'd rather say "No" directly, than risk being misunderstood.
14. Speaking up during a class is not a problem for me.
15. Having a lively imagination is important to me.
16. I am comfortable with being singled out for praise or rewards.

17. I am the same person at home that I am at school.
18. Being able to take care of myself is a primary concern for me.
19. I act the same way no matter whom I am with.
20. I feel comfortable using someone's first name soon after I meet them, even when they are much older than I am.
21. I prefer to be direct and forthright when dealing with people I've just met.
22. I enjoy being unique and different from others in many respects.
23. My personal identity independent of others, is very important to me.
24. I value being in good health above everything.

Interpersonal Support Evaluation List

Instructions: This scale is made up of a list of statements each of which may or may not be true about you. For each statement circle “definitely true” if you are sure it is true about you and “probably true” if you think it is true but are not absolutely certain. Similarly, you should circle “definitely false” if you are sure that the statement is false and “probably false” if you think it is false but are not absolutely certain.

Use the following scale to make your ratings:

1	2	3	4
<i>Definitely false</i>	<i>Probably false</i>	<i>Probably true</i>	<i>Definitely true</i>

1. If I wanted to go on a trip for a day (for example, to the country or mountains), I would have a hard time finding someone to go with me.
1 2 3 4
2. I feel that there is no one I can share my most private worries and fears with.
1 2 3 4
3. If I were sick, I could easily find someone to help me with my daily chores.
1 2 3 4
4. There is someone I can turn to for advice about handling problems with my family.
1 2 3 4
5. If I decide one afternoon that I would like to go to a movie that evening, I could easily find someone to go with me.
1 2 3 4
6. When I need suggestions on how to deal with a personal problem, I know someone I can turn to.
1 2 3 4
7. I don't often get invited to do things with others.
1 2 3 4
8. If I had to go out of town for a few weeks, it would be difficult to find someone who would look after my house or apartment (plants, pets, garden, etc.).
1 2 3 4
9. If I wanted to have lunch with someone, I could easily find someone to join me.
1 2 3 4
10. If I was stranded 10 miles from home, there is someone I could call who could come and get me.
1 2 3 4
11. If a family crisis arose, it would be difficult to find someone who could give me good advice about how to handle it.
1 2 3 4

12. If I needed some help in moving to a new house or apartment, I would have a hard time finding someone to help me.
- 1 2 3 4

Ambivalence over Emotional Expression AEQ (1)

Read each item carefully and consider its overall meaning. CIRCLE the number that reflects how frequently you feel each statement. *A rating of 1 means that you never feel like the statement suggests, and 5 means that you frequently feel that way.* Each statement contains two thoughts and you are expected to give a high rating only if both thoughts apply to you.

		Never			Frequently
1.	I want to express my emotions honestly but I am afraid that it may cause me embarrassment or hurt.	(1)	(2)	(3)	(4) (5)
2.	I try to control my jealousy concerning my partner even though I want to let him or her know I'm hurting.	(1)	(2)	(3)	(4) (5)
3.	I make an effort to control my temper at all times even though I'd like to act on these feelings at times.	(1)	(2)	(3)	(4) (5)
4.	I try to avoid sulking even when I feel like it.	(1)	(2)	(3)	(4) (5)

5.	When I am really proud of something I accomplish, I want to tell someone, but I fear I will be thought of as conceited.	(1)	(2)	(3)	(4)	(5)
6.	I would like to express my affection more physically but I am afraid others will get the wrong impression.	(1)	(2)	(3)	(4)	(5)
7.	I try not to worry others even though sometimes they should know the truth.	(1)	(2)	(3)	(4)	(5)
8.	Often I'd like to show others how I feel, but something seems to be holding me back	(1)	(2)	(3)	(4)	(5)
9.	I strive to keep a smile on my face in order to convince others I am happier than I really am.	(1)	(2)	(3)	(4)	(5)

10.	I try to keep my deepest fears and feelings hidden, but at times I'd like to open up to others.	(1)	(2)	(3)	(4)	(5)
11.	I'd like to talk about my problems with others, but at times I just can't.	(1)	(2)	(3)	(4)	(5)
12.	When someone bothers me, I try to appear indifferent even though I'd like to tell them how I feel.	(1)	(2)	(3)	(4)	(5)
13.	I try to refrain from getting angry at my parents even though I want to at times.	(1)	(2)	(3)	(4)	(5)
14.	I try to show people I love them, although at times I am afraid that it may make me appear weak or too sensitive.	(1)	(2)	(3)	(4)	(5)
15.	I try to apologize when I have done something wrong but I worry that I will be perceived as incompetent.	(1)	(2)	(3)	(4)	(5)

16.	I think about acting angry when I am angry but I try not to do so.	(1)	(2)	(3)	(4)	(5)
17.	Often I find that I am not able to tell others how much they really mean to me.	(1)	(2)	(3)	(4)	(5)
18.	I want to tell someone when I love them, but it is difficult to find the right words.	(1)	(2)	(3)	(4)	(5)
19.	I would like to express my disappointment when things don't go as well as planned, but I don't want to appear vulnerable.	(1)	(2)	(3)	(4)	(5)
20.	I can recall a time when I wish that I had told someone how much I really cared about them.	(1)	(2)	(3)	(4)	(5)
21.	I try to hide my negative feelings around others, even though I am not being fair to those close to me.	(1)	(2)	(3)	(4)	(5)
22.	I would like to be more spontaneous in my emotional	(1)	(2)	(3)	(4)	(5)

	reactions but I just can't seem to do it.					
23.	I worry that if I express negative emotions such as fear and anger, other people will not approve of me.	(1)	(2)	(3)	(4)	(5)
24.	I try to suppress my anger, but I would like other people to know how I feel.	(1)	(2)	(3)	(4)	(5)
25.	It is hard to find the right words to indicate to others what I am really feeling.	(1)	(2)	(3)	(4)	(5)
26.	I feel guilty after I have expressed anger to someone.	(1)	(2)	(3)	(4)	(5)
27.	I often cannot bring myself to express what I am really feeling.	(1)	(2)	(3)	(4)	(5)
28.	After I express anger at someone, it bothers me for a long time.	(1)	(2)	(3)	(4)	(5)

Berkeley Expressivity Questionnaire

For each statement below, please indicate your agreement or disagreement. Do so by filling in the blank in front of each item with the appropriate number from the following rating scale:

1-----2-----3-----4-----5-----6-----7

strongly disagree

neutral

strongly agree

____ 1. Whenever I feel positive emotions, people can easily see exactly
what I am feeling.

____ 2. I sometimes cry during sad movies.

____ 3. People often do not know what I am feeling.

____ 4. I laugh out loud when someone tells me a joke that I think is funny.

____ 5. It is difficult for me to hide my fear.

____ 6. When I'm happy, my feelings show.

____ 7. My body reacts very strongly to emotional situations.

____ 8. I've learned it is better to suppress my anger than to show it.

____ 9. No matter how nervous or upset I am, I tend to keep a calm exterior.

Big Five Inventory-44

Instructions: Here are a number of characteristics that may or may not apply to you. For example, do you agree that you are someone who *likes to spend time with others*? Please indicate to what extent you agree or disagree with the statement.

I See Myself as Someone Who...

	Disagree strongly				Agree strongly
1. Is talkative					
2. Tends to find fault with others					
3. Does a thorough job					
4. Is depressed, blue					
5. Is original, comes up with new ideas					

6. Is reserved					
7. Is helpful and unselfish with others					
8. Can be somewhat careless					
9. Is relaxed, handles stress well					
10. Is curious about many different things					
11. Is full of energy					
12. Starts quarrels with others					

13. Is a reliable worker					
14. Can be tense					
15. Is ingenious, a deep thinker					
16. Generates a lot of enthusiasm					
17. Has a forgiving nature					
18. Tends to be disorganized					
19. Worries a lot					

20. Has an active imagination					
21. Tends to be quiet					
22. Is generally trusting					
23. Tends to be lazy					
24. Is emotionally stable, not easily upset					
25. Is inventive					
26. Has an assertive personality					
27. Can be cold and aloof					

28. Perseveres until the task is finished					
29. Can be moody					
30. Values artistic, aesthetic experiences					
31. Is sometimes shy, inhibited					
32. Is considerate and kind to almost everyone					
33. Does things efficiently					

34. Remains calm in tense situations					
35. Prefers work that is routine					
36. Is outgoing, sociable					
37. Is sometimes rude to others					
38. Makes plans and follow through with them					
39. Gets nervous easily					
40. Likes to reflect, play with ideas					

41. Has few artistic interests					
42. Likes to cooperate with others					
43. Is easily distracted					
44. Is sophisticated in art, music, or literature					

Emotion Regulation Questionnaire (ERQ)

The Emotion Regulation Questionnaire is designed to assess individual differences in the habitual use of two emotion regulation strategies: cognitive reappraisal and expressive suppression.

Instructions and Items

We would like to ask you some questions about your emotional life, in particular, how you control (that is, regulate and manage) your emotions. The questions below involve two distinct aspects of your emotional life. One is your emotional experience, or what you feel like inside. The other is your emotional expression, or how you show your emotions in the way you talk, gesture, or behave. Although some of the following questions may seem similar to one another, they differ in important ways. For each item, please answer using the following scale:

1-----2-----3-----4-----5-----6-----7

strongly disagree

neutral

strongly agree

1. ____ When I want to feel more positive emotion (such as joy or amusement), I change what I'm thinking about.

2. ____ I keep my emotions to myself.

3. ____ When I want to feel less negative emotion (such as sadness or anger), I change what I'm thinking about.

4. ____ When I am feeling positive emotions, I am careful not to express them.

5. ____ When I'm faced with a stressful situation, I make myself think about it in a way that helps me stay calm.
6. ____ I control my emotions by not expressing them.
7. ____ When I want to feel more positive emotion, I change the way I'm thinking about the situation.
8. ____ I control my emotions by changing the way I think about the situation I'm in.
9. ____ When I am feeling negative emotions, I make sure not to express them.
10. ____ When I want to feel less negative emotion, I change the way I'm thinking about the situation.

Test of Self-Conscious Affect-3

INSTRUCTIONS: Below are situations that people are likely to encounter in day-to-day life, followed by several common reactions to those situations. As you read each scenario, try to imagine yourself in that situation. Then indicate how likely you would be to react in each of the ways described. We ask you to rate all responses because people may feel or react more than one way to the same situation, or they may react different ways at different times.

1. You make plans to meet a friend for lunch. At 5 o'clock, you realize you stood him up.

- | | |
|--|--|
| a) You would think: "I'm inconsiderate." | 1---2---3---4---5
not likely very likely |
| b) You would think: "Well, they'll understand." | 1---2---3---4---5
not likely very likely |
| c) You'd think you should make it up to him as soon as possible. | 1---2---3---4---5
not likely very likely |
| d) You would think: "My boss distracted me just before lunch." | 1---2---3---4---5
not likely very likely |

2. You break something at work and then hide it.

- | | |
|--|--|
| a) You would think: "This is making me anxious. I need to either fix it or get someone else to." | 1---2---3---4---5
not likely very likely |
| b) You would think about quitting. | 1---2---3---4---5
not likely very likely |
| c) You would think: "A lot of things aren't made very well these days." | 1---2---3---4---5
not likely very likely |
| d) You would think: "It was only an accident." | 1---2---3---4---5
not likely very likely |

3. You are out with friends one evening, and you're feeling especially witty and attractive. Your best friend's spouse seems to particularly enjoy your company.

- a) You would think: "I should have been aware of what my best friend is feeling." 1---2---3---4---5
not likely very likely
- b) You would feel happy with your appearance and personality. 1---2---3---4---5
not likely very likely
- c) You would feel pleased to have made such a good impression. 1---2---3---4---5
not likely very likely
- d) You would think your best friend should pay attention to his/her spouse. 1---2---3---4---5
not likely very likely
- e) You would probably avoid eye-contact for a long time. 1---2---3---4---5
not likely very likely

4. At work, you wait until the last minute to plan a project, and it turns out badly.

- a) You would feel incompetent. 1---2---3---4---5
not likely very likely
- b) You would think: "There are never enough hours in the day." 1---2---3---4---5
not likely very likely
- c) You would feel: "I deserve to be reprimanded for mismanaging the project." 1---2---3---4---5
not likely very likely
- d) You would think: "What's done is done." 1---2---3---4---5
not likely very likely

5. You make a mistake at work and find out a co-worker is blamed for the error.

- a) You would think the company did not like the co-worker. 1---2---3---4---5
not likely very likely
- b) You would think: "Life is not fair." 1---2---3---4---5
not likely very likely
- c) You would keep quiet and avoid the co-worker. 1---2---3---4---5
not likely very likely

d) You would feel unhappy and eager to correct the situation. 1---2---3---4---5
not likely very likely

6. For several days you put off making a difficult phone call. At the last minute you make the call and are able to manipulate the conversation so that all goes well.

a) You would think: "I guess I'm more persuasive than I thought." 1---2---3---4---5
not likely very likely

b) You would regret that you put it off. 1---2---3---4---5
not likely very likely

c) You would feel like a coward. 1---2---3---4---5
not likely very likely

d) You would think: "I did a good job." 1---2---3---4---5
not likely very likely

e) You would think you shouldn't have to make calls you feel pressured into. 1---2---3---4---5
not likely very likely

7. While playing around, you throw a ball and it hits your friend in the face.

a) You would feel inadequate that you can't even throw a ball. 1---2---3---4---5
not likely very likely

b) You would think maybe your friend needs more practice at catching. 1---2---3---4---5
not likely very likely

c) You would think: "It was just an accident." 1---2---3---4---5
not likely very likely

d) You would apologize and make sure your friend feels better. 1---2---3---4---5
not likely very likely

8. You have recently moved away from your family, and everyone has been very helpful. A few times you needed to borrow money, but you paid it back as soon as you could.

a) You would feel immature. 1---2---3---4---5
not likely very likely

b) You would think: "I sure ran into some bad luck." 1---2---3---4---5
not likely very likely

c) You would return the favor as quickly as you could. 1---2---3---4---5

- not likely very likely
- d) You would think: "I am a trustworthy person." 1---2---3---4---5
not likely very likely
- e) You would be proud that you repaid your debts. 1---2---3---4---5
not likely very likely
9. You are driving down the road, and you hit a small animal.
- a) You would think the animal shouldn't have been 1---2---3---4---5
on the road. not likely very likely
- b) You would think: "I'm terrible." 1---2---3---4---5
not likely very likely
- c) You would feel: "Well, it was an accident." 1---2---3---4---5
not likely very likely
- d) You'd feel bad you hadn't been more alert 1---2---3---4---5
driving down the road. not likely very likely
10. You walk out of an exam thinking you did extremely well. Then you find out you did poorly.
- a) You would think: "Well, it's just a test." 1---2---3---4---5
not likely very likely
- b) You would think: "The instructor doesn't like me." 1---2---3---4---5
not likely very likely
- c) You would think: "I should have studied harder." 1---2---3---4---5
not likely very likely
- d) You would feel stupid. 1---2---3---4---5
not likely very likely
11. You and a group of co-workers worked very hard on a project. Your boss singles you out for a bonus because the project was such a success.
- a) You would feel the boss is rather short-sighted. 1---2---3---4---5
not likely very likely
- b) You would feel alone and apart from your 1---2---3---4---5
colleagues. not likely very likely

- c) You would feel your hard work had paid off. 1---2---3---4---5
not likely very likely
- d) You would feel competent and proud of yourself. 1---2---3---4---5
not likely very likely
- e) You would feel you should not accept it. 1---2---3---4---5
not likely very likely

12. While out with a group of friends, you make fun of a friend who's not there.

- a) You would think: "It was all in fun; it's harmless." 1---2---3---4---5
not likely very likely
- b) You would feel small...like a rat. 1---2---3---4---5
not likely very likely
- c) You would think that perhaps that friend should have been there to defend himself/herself. 1---2---3---4---5
not likely very likely
- d) You would apologize and talk about that person's good points. 1---2---3---4---5
not likely very likely

13. You make a big mistake on an important project at work. People were depending on you, and your boss criticizes you.

- a) You would think your boss should have been more clear about what was expected of you. 1---2---3---4---5
not likely very likely
- b) You would feel like you wanted to hide. 1---2---3---4---5
not likely very likely
- c) You would think: "I should have recognized the problem and done a better job." 1---2---3---4---5
not likely very likely
- d) You would think: "Well, nobody's perfect." 1---2---3---4---5
not likely very likely

14. You volunteer to help with the local Special Olympics for handicapped children. It turns out to be frustrating and time-consuming work. You think seriously about quitting, but then you see how happy the kids are.

- a) You would feel selfish and you'd think you are basically lazy. 1---2---3---4---5
not likely very likely
- b) You would feel you were forced into doing something you did not want to do. 1---2---3---4---5
not likely very likely
- c) You would think: "I should be more concerned 1---2---3---4---5

not likely very likely

1---2---3---4---5

1---2---3---4---5

15. You are taking care of your friend's dog while they are on vacation and the dog runs away.

1---2---3---4---5

1---2---3---4---5

1---2---3---4---5

1---2---3---4---5

16. You attend your co-worker's housewarming party and you spill red wine on their new cream-colored carpet, but you think no one notices.

1---2---3---4---5

1---2---3---4---5

1---2---3---4---5

1---2---3---4---5

not likely very likely

General Needs Satisfaction

INSTRUCTIONS: Please respond to each of the following statements by indicating your answer using the scale from "1 = Strongly disagree" to "7 = Strongly agree."

1	2	3	4	5	6	7
Strongly	Disagree	Disagree	Neutral	Agree	Agree	Strongly
disagree		somewhat		somewhat		agree

- _____ 1. I feel like I am free to decide for myself how to live my life.
- _____ 2. I really like the people I interact with.
- _____ 3. Often, I do not feel very competent.
- _____ 4. I feel pressured in my life.
- _____ 5. People I know tell me I am good at what I do.
- _____ 6. I get along with people I come into contact with.
- _____ 7. I pretty much keep to myself and don't have a lot of social contacts.
- _____ 8. I generally feel free to express my ideas and opinions.
- _____ 9. I consider the people I regularly interact with to be my friends. .
- _____ 10. I have been able to learn interesting new skills recently.
- _____ 11. In my daily life, I frequently have to do what I am told.
- _____ 12. People in my life care about me.
- _____ 13. Most days I feel a sense of accomplishment from what I do.
- _____ 14. People I interact with on a daily basis tend to take my feelings into consideration.
- _____ 15. In my life I do not get much of a chance to show how capable I am.
- _____ 16. There are not many people that I am close to.
- _____ 17. I feel like I can pretty much be myself in my daily situations.
- _____ 18. The people I interact with regularly do not seem to like me much.
- _____ 19. I often do not feel very capable.
- _____ 20. There is not much opportunity for me to decide for myself how to do things in my daily life.
- _____ 21. People are generally pretty friendly towards me.

Impression Management Scale

Listed below are a number of strategies. Please read each statement carefully then describe how frequently you have used each of the strategies described in the last six months. Using the 1-5 point scale below, indicate how frequently you have used a strategy by placing the appropriate number on the line preceding that strategy.

1	2	3	4	5
Never Behave This Way	Very Rarely Behave This Way	Occasionally Behave This Way	Sometimes Behave This Way	Often Behave This Way

- _____ 1. Talk proudly about your experience or education.
- _____ 2. Compliment your colleagues so they will see you as likeable.
- _____ 3. Try to appear like a hard-working, dedicated employee.
- _____ 4. Be intimidating with coworkers when it will help you get your job done.
- _____ 5. Act like you know less than you do so people will help you out.
- _____ 6. Make people aware of your talents or qualifications.
- _____ 7. Take an interest in your colleagues' personal lives to show them that you are friendly.
- _____ 8. Stay at work late so people will know you are hard working.

- _____ 9. Let others know that you can make things difficult for them if they push you too far.
- _____ 10. Try to gain assistance or sympathy from people by appearing needy in some area.
- _____ 11. Let others know that you are valuable to the organization.
- _____ 12. Praise your colleagues for their accomplishments so they will consider you a nice person.
- _____ 13. Try to appear busy, even at times when things are slower.
- _____ 14. Deal forcefully with colleagues when they hamper your ability to get your job done.
- _____ 15. Pretend not to understand something to gain someone's help.
- _____ 16. Let others know that you have a reputation for being competent in a particular area.
- _____ 17. Use flattery and favors to make your colleagues like you more.
- _____ 18. Arrive at work early in order to look dedicated.
- _____ 19. Deal strongly and aggressively with coworkers who interfere in your business.
- _____ 20. Act like you need assistance so people will help you out.

- _____ 21. Make people aware of your accomplishments.
- _____ 22. Do personal favors for your colleagues to show them that you are friendly.
- _____ 23. Come to the office at night or on weekends to show that you are dedicated.
- _____ 24. Use intimidation to get colleagues to behave appropriately.
- _____ 25. Pretend to know less than you do so you can avoid an unpleasant assignment.

Sources of Social Support Scale

Instructions: Based upon your past experiences with individuals in your life who have provided you with support, please rank the following people according to whom you would most likely turn to for support in the given situations.

Drag and drop the following people, with the person you would be most likely to turn to at the top of the list, to the person you would be least likely to turn to at the bottom of the list. If there is no one you would be likely to turn to in the scenario, please put “no one” at the top.

1) Rank the order of whom you would most likely turn to if you were feeling down and needed to vent your feelings. (emotional)

1. no one
2. spouse or partner
3. mother
4. father
5. sibling (e.g., sister, brother)
6. extended family (e.g., uncles, aunts, cousins, grandparents)
7. best friend
8. close friend
9. Moderately close friend
10. acquaintance
11. work or school associate
12. counselor or therapist
13. spiritual leader/church/God

2) Rank the order of whom you would most likely turn to if you wanted to freely express your innermost feelings without being judged. (emotional)

1. no one
2. spouse or partner
3. mother

4. father
5. sibling (e.g., sister, brother)
6. extended family (e.g., uncles, aunts, cousins, grandparents)
7. best friend
8. close friend
9. Moderately close friend
10. acquaintance
11. work or school associate
12. counselor or therapist
13. spiritual leader/church/God

3) Rank the order of whom you would most likely turn to if you felt angry or irritable and needed someone to cheer you up. (emotional)

a. no one

1. no one
2. spouse or partner
3. mother
4. father
5. sibling (e.g., sister, brother)
6. extended family (e.g., uncles, aunts, cousins, grandparents)
7. best friend
8. close friend
9. Moderately close friend
10. acquaintance
11. work or school associate
12. counselor or therapist
13. spiritual leader/church/God

4) Rank the order of whom you would most likely turn to if you had a falling out with a close friend and were worried that he/she might not want to remain friends with you. (emotional)

1. no one
2. spouse or partner
3. mother
4. father
5. sibling (e.g., sister, brother)
6. extended family (e.g., uncles, aunts, cousins, grandparents)
7. best friend
8. close friend
9. Moderately close friend
10. acquaintance
11. work or school associate
12. counselor or therapist
13. spiritual leader/church/God

5) Rank the order of whom you would most likely turn to if you were really ill and needed someone to take you to the doctor. (instrumental)

1. no one
2. spouse or partner
3. mother
4. father
5. sibling (e.g., sister, brother)
6. extended family (e.g., uncles, aunts, cousins, grandparents)
7. best friend
8. close friend
9. Moderately close friend
10. acquaintance

11. work or school associate
12. counselor or therapist
13. spiritual leader/church/God

6) Rank the order of whom you would most likely turn to if you needed advice on an important decision.

1. no one
2. spouse or partner
3. mother
4. father
5. sibling (e.g., sister, brother)
6. extended family (e.g., uncles, aunts, cousins, grandparents)
7. best friend
8. close friend
9. Moderately close friend
10. acquaintance
11. work or school associate
12. counselor or therapist
13. spiritual leader/church/God

7) Rank the order of whom you would most likely turn to for guidance on self-improvement.

1. no one
2. spouse or partner
3. mother
4. father
5. sibling (e.g., sister, brother)
6. extended family (e.g., uncles, aunts, cousins, grandparents)
7. best friend

8. close friend
9. Moderately close friend
10. acquaintance
11. work or school associate
12. counselor or therapist
13. spiritual leader/church/God

8) Rank the order of whom you would most likely turn to if you were stranded in the middle of nowhere after your car broke down.

1. no one
2. spouse or partner
3. mother
4. father
5. sibling (e.g., sister, brother)
6. extended family (e.g., uncles, aunts, cousins, grandparents)
7. best friend
8. close friend
9. Moderately close friend
10. acquaintance
11. work or school associate
12. counselor or therapist
13. spiritual leader/church/God

Rejection Sensitivity Scale (Adult)

The items below describe situations in which people sometimes ask things of others. For each item, **imagine that you are in the situation, and then answer the questions that follow it.**

1. You ask your parents or another family member for a loan to help you through a difficult financial time.

How concerned or anxious would you be over whether or not your family would want to help you?	very unconcerned					very concerned
	1	2	3	4	5	6
I would expect that they would agree to help as much as they can.	very unlikely					very likely
	1	2	3	4	5	6

2. You approach a close friend to talk after doing or saying something that seriously upset him/her.

How concerned or anxious would you be over whether or not your friend would want to talk with you?	very unconcerned					very concerned
	1	2	3	4	5	6
I would expect that he/she would want to talk with me to try to work things out.	very unlikely					very likely
	1	2	3	4	5	6

3. You bring up the issue of sexual protection with your significant other and tell him/her how important you think it is.

How concerned or anxious would you be over his/her reaction?	very unconcerned					very concerned
	1	2	3	4	5	6
I would expect that he/she would be willing to discuss our possible options without getting defensive.	very unlikely					very likely
	1	2	3	4	5	6

4. You ask your supervisor for help with a problem you have been having at work.

How concerned or anxious would you be over whether or not the person would want to help you?	very unconcerned					very concerned
	1	2	3	4	5	6
I would expect that he/she would want to try to help me out.	very unlikely					very likely
	1	2	3	4	5	6

5. After a bitter argument, you call or approach your significant other because you want to make up.

How concerned or anxious would you be over whether or not your significant other would want to make up with you?	very unconcerned					very concerned
	1	2	3	4	5	6
I would expect that he/she would be at least as eager to make up as I would be.	very unlikely					very likely
	1	2	3	4	5	6

6. You ask your parents or other family members to come to an occasion important to you.

How concerned or anxious would you be over whether or not they would want to come?	very unconcerned					very concerned
	1	2	3	4	5	6
I would expect that they would want to come.	very unlikely					very likely
	1	2	3	4	5	6

7. At a party, you notice someone on the other side of the room that you'd like to get to know, and you approach him or her to try to start a conversation.

How concerned or anxious would you be over whether or not the person would want to talk with you?	very unconcerned					very concerned
	1	2	3	4	5	6
I would expect that he/she would want to talk with me.	very unlikely					very likely
	1	2	3	4	5	6

8. Lately you've been noticing some distance between yourself and your significant other, and you ask him/her if there is something wrong.

How concerned or anxious would you be over whether or not he/she still	very unconcerned					very concerned
--	------------------	--	--	--	--	----------------

loves you and wants to be with you?	1	2	3	4	5	6
I would expect that he/she will show sincere love and commitment to our relationship no matter what else may be going on.	very unlikely					very likely
	1	2	3	4	5	6

9. You call a friend when there is something on your mind that you feel you really need to talk about.

How concerned or anxious would you be over whether or not your friend would want to listen?	very unconcerned					very concerned
	1	2	3	4	5	6
I would expect that he/she would listen and support me.	very unlikely					very likely
	1	2	3	4	5	6

Self-Concealment Scale (SCS)

<p>This scale measures self-concealment, defined here as a tendency to conceal from others personal information that one perceives as distressing or negative.</p> <p>Please tick the box, to the right of each of the following 10 statements, that best describes how much you personally agree or disagree with the statement.</p>		<i>1=strongly disagree</i>	<i>2=moderately disagree</i>	<i>3=don't disagree or agree</i>	<i>4=moderately agree</i>	<i>5=strongly agree</i>
1.	I have an important secret that I haven't shared with anyone					
2.	if I shared all my secrets with my friends, they'd like me less					
3.	there are lots of things about me that I keep to myself					
4.	some of my secrets have really tormented me					
5.	when something bad happens to me, I tend to keep it to myself					
6.	I'm often afraid I'll reveal something I don't want to					
7.	telling a secret often backfires and I wish I hadn't told it					
8.	I have a secret that is so private I would lie if anybody asked me about it					
9.	my secrets are too embarrassing to share with others					
10.	I have negative thoughts about myself that I never share with anyone					

The Center for Epidemiological Studies Depression Scale (CES-D)

Below is a list of the ways you might have felt or behaved. Please tell me how often you have felt this way DURING THE PAST WEEK according to the scale given.

	0 Rarely or none of the time (less than 1 day)	1 Some or a little of the time (1 - 2 days)	2 Occasionally or a moderate amount of time (3-4 days)	3 Most or all of the time (5- 7 days)
1. I was bothered by things that usually don't bother me.				
2. I did not feel like eating; my appetite was poor.				
3. I felt that I could not shake off the blues even with help from my family or friends.				
4. I felt I was just as good as other people.				
5. I had trouble keeping my mind on what I was doing.				
6. I felt depressed.				
7. I felt that everything I did was an effort.				

8. I felt hopeful about the future.				
9. I thought my life had been a failure.				
10. I felt fearful.				
11. My sleep was restless				
12. I was happy.				
13. I talked less than usual.				
14. I felt lonely.				
15. People were unfriendly.				
16. I enjoyed life.				
17. I had crying spells.				
18. I felt sad.				
19. I felt that people dislike me.				
20. I could not get "going."				

State-Trait Anxiety (STAI)

A number of statements which people have used to describe themselves are given below. Read each statement and then circle the appropriate number to the right of the statement to indicate how you feel *right* now, that is, *at this moment*. There are no right or wrong answers. Do not spend too much time on any one statement but give the answer which seems to describe your present feelings best.

1= Not at all, 2 = Somewhat, 3 = Moderately so, 4 = Very Much so

- | | | | | |
|---|---|---|---|---|
| 41) I feel calm | 1 | 2 | 3 | 4 |
| 42) I feel secure | 1 | 2 | 3 | 4 |
| 43) I am tense | 1 | 2 | 3 | 4 |
| 44) I feel strained | 1 | 2 | 3 | 4 |
| 45) I feel at ease | 1 | 2 | 3 | 4 |
| 46) I feel upset | 1 | 2 | 3 | 4 |
| 47) I am presently worrying over possible misfortunes | 1 | 2 | 3 | 4 |
| 48) I feel satisfied | 1 | 2 | 3 | 4 |
| 49) I feel frightened | 1 | 2 | 3 | 4 |
| 50) I feel comfortable | 1 | 2 | 3 | 4 |
| 51) I feel self-confident | 1 | 2 | 3 | 4 |
| 52) I feel nervous | 1 | 2 | 3 | 4 |
| 53) I am jittery | 1 | 2 | 3 | 4 |
| 54) I feel indecisive | 1 | 2 | 3 | 4 |
| 55) I am relaxed | 1 | 2 | 3 | 4 |
| 56) I feel content | 1 | 2 | 3 | 4 |
| 57) I am worried | 1 | 2 | 3 | 4 |
| 58) I feel confused | 1 | 2 | 3 | 4 |
| 59) I feel steady | 1 | 2 | 3 | 4 |
| 60) I feel pleasant | 1 | 2 | 3 | 4 |

A number of statements which people have used to describe themselves are given below. Read each statement and then circle the appropriate number to the right of the statement to indicate how you *generally* feel. There are no right or wrong answers. Do not spend too much time on any one statement but give the answer which seems to describe how you generally feel.

1= Almost never, 2= Sometimes, 3 = Often, 4 = Almost always

- | | | | | |
|---|---|---|---|---|
| 61) I feel pleasant | 1 | 2 | 3 | 4 |
| 62) I feel nervous and restless | 1 | 2 | 3 | 4 |
| 63) I feel satisfied with myself | 1 | 2 | 3 | 4 |
| 64) I wish I could be as happy as others seem to be | 1 | 2 | 3 | 4 |
| 65) I feel like a failure | 1 | 2 | 3 | 4 |
| 66) I feel rested | 1 | 2 | 3 | 4 |
| 67) I am "calm, cool, and collected" | 1 | 2 | 3 | 4 |
| 68) I feel that difficulties are piling up so that I cannot overcome them | 1 | 2 | 3 | 4 |
| 69) I worry too much over something that doesn't really matter | 1 | 2 | 3 | 4 |
| 70) I am happy | 1 | 2 | 3 | 4 |
| 71) I have disturbing thoughts | 1 | 2 | 3 | 4 |
| 72) I lack self-confidence | 1 | 2 | 3 | 4 |
| 73) I feel secure | 1 | 2 | 3 | 4 |
| 74) I make decisions easily | 1 | 2 | 3 | 4 |
| 75) I feel inadequate | 1 | 2 | 3 | 4 |
| 76) I am content | 1 | 2 | 3 | 4 |
| 77) Some unimportant thought runs through my mind and bothers me | 1 | 2 | 3 | 4 |
| 78) I take disappointments so keenly that I can't put them out of my mind | 1 | 2 | 3 | 4 |
| 79) I am a steady person | 1 | 2 | 3 | 4 |
| 80) I get in a state of tension or turmoil as I think over my recent concerns and interests | 1 | 2 | 3 | 4 |

Rosenberg Self Esteem Scale

Following are ten statements about yourself. Indicate how much you agree with each of the statements using the following scale.

strongly	moderately	neutral	moderately	strongly
disagree	disagree		agree	agree
1	2	3	4	5

_____ 11. I feel that I'm a person of worth, at least on an equal basis with others.

_____ 12. I feel that I have a number of good qualities.

_____ 13. All in all, I am inclined to feel that I am a failure.

_____ 14. I am able to do things as well as most other people.

_____ 15. I feel I do not have much to be proud of.

_____ 16. I take a positive attitude with myself.

_____ 17. On the whole, I am satisfied with myself.

_____ 18. I wish I could have more respect for myself.

_____ 19. I certainly feel useless at times.

_____ 20. At times I think I am no good at all.

Daily Drinking Questionnaire (DDQ)

This section asks you to report on your drinking over the past three months.

For all questions, one drink equals:

- 5oz. wine
- 12oz. wine cooler
- 12oz. beer (10oz. of Microbrew; 8-9 oz. Malt Liquor, Canadian beer or Ice beer)
- 6oz. Ice Malt Liquor
- 1 Cocktail with 1 oz. of 100 proof liquor or 1 ½ oz. (single jigger) of 80 proof liquor.

1. Consider a typical week during the last three months. How much alcohol, on average (measured in number of drinks), do you drink on each day of a typical week?

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

2. Consider a typical week during the last three months. Over how many hours do you drink the above number of drinks?

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

3. On average, during the last three months, how often have you consumed alcohol?

- | | | |
|---|--|--|
| <input type="checkbox"/> Never | <input type="checkbox"/> Three times a month | <input type="checkbox"/> Four times a week |
| <input type="checkbox"/> Less than once per month | <input type="checkbox"/> Once a week | <input type="checkbox"/> Five times a week |
| <input type="checkbox"/> Once a month | <input type="checkbox"/> Twice a week | <input type="checkbox"/> Six times a week |
| <input type="checkbox"/> Two times a month | <input type="checkbox"/> Three times a week | <input type="checkbox"/> Every day |

During the last three months, when you have consumed alcohol, how many drinks on average did you typically consume on a given occasion?

- | | | |
|-----------------------------------|------------------------------------|--|
| <input type="checkbox"/> 0 drinks | <input type="checkbox"/> 9 drinks | <input type="checkbox"/> 18 drinks |
| <input type="checkbox"/> 1 drink | <input type="checkbox"/> 10 drinks | <input type="checkbox"/> 19 drinks |
| <input type="checkbox"/> 2 drinks | <input type="checkbox"/> 11 drinks | <input type="checkbox"/> 20 drinks |
| <input type="checkbox"/> 3 drinks | <input type="checkbox"/> 12 drinks | <input type="checkbox"/> 21 drinks |
| <input type="checkbox"/> 4 drinks | <input type="checkbox"/> 13 drinks | <input type="checkbox"/> 22 drinks |
| <input type="checkbox"/> 5 drinks | <input type="checkbox"/> 14 drinks | <input type="checkbox"/> 23 drinks |
| <input type="checkbox"/> 6 drinks | <input type="checkbox"/> 15 drinks | <input type="checkbox"/> 24 drinks |
| <input type="checkbox"/> 7 drinks | <input type="checkbox"/> 16 drinks | <input type="checkbox"/> 25 or more drinks |
| <input type="checkbox"/> 8 drinks | <input type="checkbox"/> 17 drinks | |

Rutgers Alcohol Problems Index

RAPI (23-item version)

Different things happen to people while they are drinking ALCOHOL or because of their ALCOHOL drinking. Several of these things are listed below. Indicate how many times each of these things happened to you WITHIN THE LAST YEAR.

Use the following code:

0 = None

1 = 1-2 times

2 = 3-5 times

3 = More than 5 times

HOW MANY TIMES HAS THIS HAPPENED TO YOU WHILE YOU WERE DRINKING OR BECAUSE OF YOUR DRINKING DURING THE LAST YEAR?

- 0 1 2 3 Not able to do your homework or study for a test
- 0 1 2 3 Got into fights with other people (friends, relatives, strangers)
- 0 1 2 3 Missed out on other things because you spent too much money on alcohol
- 0 1 2 3 Went to work or school high or drunk
- 0 1 2 3 Caused shame or embarrassment to someone
- 0 1 2 3 Neglected your responsibilities
- 0 1 2 3 Relatives avoided you
- 0 1 2 3 Felt that you needed more alcohol than you used to in order to get the same effect
- 0 1 2 3 Tried to control your drinking (tried to drink only at certain times of the day or in certain places, that is, tried to change your pattern of drinking)
- 0 1 2 3 Had withdrawal symptoms, that is, felt sick because you stopped or cut down on drinking
- 0 1 2 3 Noticed a change in your personality
- 0 1 2 3 Felt that you had a problem with alcohol
- 0 1 2 3 Missed a day (or part of a day) of school or work
- 0 1 2 3 Wanted to stop drinking but couldn't
- 0 1 2 3 Suddenly found yourself in a place that you could not remember getting to
- 0 1 2 3 Passed out or fainted suddenly
- 0 1 2 3 Had a fight, argument or bad feeling with a friend
- 0 1 2 3 Had a fight, argument or bad feeling with a family member
- 0 1 2 3 Kept drinking when you promised yourself not to
- 0 1 2 3 Felt you were going crazy
- 0 1 2 3 Had a bad time
- 0 1 2 3 Felt physically or psychologically dependent on alcohol
- 0 1 2 3 Was told by a friend, neighbor or relative to stop or cut down drinking

Drinking Motives Questionnaire - Revised

Below is a list of reasons people sometimes give for drinking alcohol. **Thinking of all the times you drink, how often would you say that you drink for each of the following reasons?**

Please indicate your response in the blank next to each item according to the following scale:

1	2	3	4	5
Never/almost never	Some of the time	Half of the time	Most of the time	Almost always/always

- _____ 21. To forget you worries.
- _____ 22. Because your friends pressure you to drink.
- _____ 23. Because it helps you enjoy a party.
- _____ 24. Because it helps you when you feel depressed or nervous.
- _____ 25. To be sociable.
- _____ 26. To cheer you up when you are in a bad mood.
- _____ 27. Because you like the feeling.
- _____ 28. So that others won't kid you about *not* drinking.
- _____ 29. Because it's exciting.
- _____ 30. To get high.

- _____ 31. Because it makes social gatherings more fun.
- _____ 32. To fit in with a group you like.
- _____ 33. Because it gives you a pleasant feeling.
- _____ 34. Because it improves parties and celebrations.
- _____ 35. Because you feel more self-confident and sure of yourself.
- _____ 36. To celebrate a special occasion with friends.
- _____ 37. To forget about your problems.
- _____ 38. Because it's fun.
- _____ 39. To be liked.
- _____ 40. So you won't feel left out.